

Kirklees agrees to poly survival plan

by Paul Flather

Measures to safeguard the standard of courses at Huddersfield Polytechnic were approved this week and a threat from the Council for National Academic Awards to suspend student enrolments this year was lifted.

A meeting of the finance committee of Kirklees Council agreed to allocate an extra £100,000 to the polytechnic for books, stationery, placements, student visits and other educational needs.

The rest of the £481,000 target set by the CNAA as the minimum needed by Huddersfield to safeguard courses and academic standards, will come from "switching" internal funds. This includes £152,000 needed to repair the roof of the engineering workshop.

The measures are seen by all sides as a short-term resolution of the polytechnic's immediate difficulties. Kirklees Council said this week it was still determined to run a "tight ship" at the polytechnic.

A major source of savings is expected to come in voluntary redundancies, early retirements and freezing of posts. The student-staff ratio at Huddersfield is 7.4:1, more favourable than the national average, and Kirklees are keen to make staff cuts.

Kirklees has set up a special monitoring system to decide which vacant posts are "essential" and need to be filled. At present, life sciences, engineering, and geography all lack departmental heads.

Councillor John Maragh, acting chairman of the council of governors and chairman of the education committee, said this week "detailed consideration" was still needed to deal with future funding of the polytechnic.

The academic board, teachers and students feel the real problems have only been postponed. "We have taken an intermediate step, and already we have to start preparing next year's budget although this year's has just been agreed", said a spokesman for the students' union.

He said the intangibles of education were now seriously threatened although they were as important as academic courses. More money was urgently needed for a full counselling service and improved recreational facilities.

Recruitment for all polytechnic courses is now proceeding as normal, and a polytechnic spokesman said levels had not fallen significantly compared to last year.

Meanwhile the CNAA is preparing a full report on events during the last few months at Huddersfield, to present to a meeting of the Committee of Institutions on November 3. It is likely to call for a full review of all courses at the polytechnic, or could bring forward the next full institutional review due in early 1982.

Dr Edwin Kerr, chief officer of the CNAA, said the council was still extremely concerned about events at Huddersfield.

Leader, page 27

A microchip is born in style

by Olga Wojtas
Scottish Correspondent

Sir Monty Finniston dispelled the myth surrounding the birth of a microchip when he switched on a new machine at Edinburgh University last week.

The "chips" are the offspring of one of the most advanced pieces of equipment designed and built in Britain for the job: the £280,000 ion implanter.

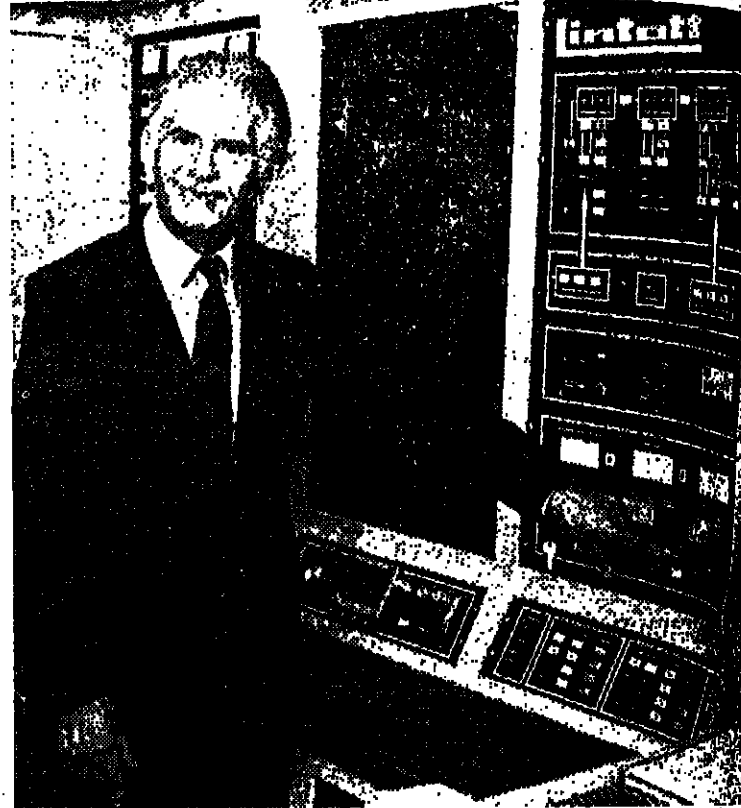
The implanter marks the final stage in establishing the university's microfabrication facility in the electrical engineering department. In return for Science Research Council funding, Edinburgh has agreed to provide technology and guidance on applied microelectronics to all other United Kingdom universities.

Sir Monty, chairman of the recent committee of inquiry into the engineering profession, warned that scientists had a responsibility to society as well as their sciences, although this had not always been recognised in the past.

It was certain that the microchip would kill industries employing, get rid of boring and dirty jobs, and give people the opportunity to develop themselves as human beings in new kinds of employment, he said. It was absurd to ask where they would find employment.

Throughout the last century engineering had created new industries. Edinburgh's principal, Dr John Burnett, said the centre had received full backing from the SRC and University Grants Committee, supplemented by financial support and cooperation from Lothian Regional Council.

"I remain absolutely convinced of the need to continue to foster the closest possible relations between science, its application and industrial innovation and development", he said.



This session, the university introduces a new specialist degree in microelectronics and SRC-funded postgraduate courses. These complement the present MSc in design and manufacture of microelectronic systems and courses to provide retraining and updating facilities in microelectronics to people in industry.

Union attacks training guide for unemployed

Amended guidelines for preparatory training opportunities courses for people at the bottom of the employment market are still entirely unacceptable, according to the National Association for Teachers in Further and Higher Education.

The publication of the final version follows a meeting between the union and the training services division of the Manpower Services Commission at which the latter sought major changes in the first draft.

The newly published guidelines, which took two years to prepare, are to be put into operation by MSC regional staff by September next year.

Pre-TOPS courses are aimed at unemployed workers aged over 19 whose standards of basic communication, literacy and numeracy prevent them from competing for a job or qualifying for vocational training. The courses are provided full-time, in further education colleges, or in day centres, and are funded by the MSC.

Natfhe's continuing concern with the guidelines lies in the restrictions which are being placed on course length. They limit the average length to 13 weeks, with 25 weeks as the absolute maximum.

"In a letter to the MSC, Natfhe's assistant secretary Mr Mick Farley says the 'unacceptable' professional judgement is still that it is not help is to be provided for those adults most in need, then even 48-week courses may be too short."

He adds: "Worse, the restrictions will undoubtedly change the nature of many courses already offered, thereby inevitably reducing both their usefulness and their quality."

Natfhe is also concerned that the MSC's emphasis on the "success" rate of placing trainees in jobs or further training will restrict the target group for pre-TOPS training to those at the top end of the employment market.

However, the union contends that the published guidelines do show some improvement over the first draft. In that, the "objectionable tone" has been removed. At the joint meeting Natfhe representatives had complained that the strictures over course administration and control would lead to "undesirable tensions".

Morocco accused of running staff recruitment racket

by Sandra Hempel

A British lecturer has accused the Moroccan Embassy in London of running a recruitment racket.

Dr Denis MacBain, who has just returned from teaching English at a university in Morocco, says that the Moroccan Embassy in London is running a racket to recruit staff to the Moroccan Embassy in Rabat, which he says was unduly wary of offending the Moroccan in its handling of the case.

The accusation comes as the Moroccan Embassy in London is preparing to leave Britain for the start of the Moroccan academic year next month, although Dr MacBain says that one at least has dropped out since hearing about his experiences.

Dr MacBain is now taking legal action to try to obtain £40,000 in back pay which he says is owed to him by the Moroccan Ministry of Education.

Among his many complaints about the treatment meted out to foreign lecturers, Dr MacBain lists: long delays in payment of salary; withdrawal of expenses including the cost of the travel visa; reduction of extra taxes; no

Catholic college bid to stop merger

The governors of Craiglockhart College, one of Scotland's two Roman Catholic education colleges, are asking the Scottish Education Department to stop a proposed merger of the college with the Glasgow School of Art.

The move follows a report by a delegation of governing body members and college staff who met Scottish Education Department officials last week for preliminary talks.

"The Government" has stated that there must be a Roman Catholic teacher training unit in the east of Scotland, said Mr Patrick Grady, chairman of the board of governors. "The governors can see no reason why such a unit should be moved from this place where its functions are carried out."

"The governors are fully aware of current problems, including demographic ones, and wish to operate fully in consultation to decide how the Scottish training system can best meet the needs of the community. We are still not persuaded, however, that we

Universities return to pay talks

by David Jobbins

The university authorities enter renewed pay talks with lecturers' union leaders early next week having effectively committed themselves to an increase of around 10 per cent.

During the negotiation talks with Government officials which eventually led to the final 1979 settlement of 17 per cent, the authorities agreed to a package deal covering two pay rounds and amounting to 33.5 per cent.

"It was an attempt to end the deadlock which followed the Gabbler's insistence on last May's proposal of an increase of 19.6 per cent being cut back. It proved unacceptable to the Department of Education, negotiators and the idea of combining the 1979 and 1980 pay deals was never fully considered."

But it is now certain to be revived when the Association of University Teachers makes its 1980 "case for living" claim. A meeting of the union's executive committee is expected to be held next Tuesday.

AUT leaders have already spoken in terms of a rise of "at least" 15 per cent and have pointed to the 18.5 per cent settlement with clinical teaching staff in the universities.

The deal abhorably proposed last month comprised an 18.5 per cent rise to round off the 1979 settlement with a further 14.8 per cent cost of living increase to cover 1980, making a total of 33.3 per cent.

The settlement AUT leaders are unlikely to ignore is that as they eventually secured only 17 per cent of the 33.5 per cent offered by their employers during the talks, a further 16.5 per cent can be said to remain available.

The university authorities are understood to have indicated they could have met the package deal with a little to spare before they reached the Government's imposed ceiling, which covers all but a couple of months at the 1980 pay round.

Tory students press for loans system

The Federation of Conservative Students, Britain's largest student group, could be leading a campaign with the National Union of Students on the controversial issue of student loans.

The federation has made policy against the introduction of loans but its chairman, Mr Young, said this week he was in favour of the national loans system.

A discussion paper on loans is expected from the union by the end of October.

"I have been in favour of the loan system for some time," Mr Young said. "I think it is a sensible way of dealing with the problem of student finance."

Mr Young said the union would formally change its policy at a national conference in 1981 but the national union would probably continue to oppose the loan system.

He said the union would continue to oppose the loan system but would not prevent members from saying what they thought.

Professor in row over censorship

Professor Richard Rose, professor of politics at Stirling University since 1966, and a leading political scientist, has found himself at the centre of a row involving allegations of academic censorship.

The allegations are made by Dr John Helmer, an Australian political scientist, whose 15,000-word chapter "The Illusion of the American Presidency" was dropped just before publication from a book edited by Professor Rose.

Dr Helmer last week filed a formal complaint with the committee on professional ethics and academic freedom of the American Political Science Association, alleging censorship.

The book, *Presidents and Prime Ministers*, was financed by the American Enterprise Institute, a leading centre of conservative policy research based in Washington. It was published last month by the publisher, Basic Books.

Dr Helmer claims that when he received page proofs of his chapter from the publishers in May, the text had been altered in a way which "clearly intended to prevent me from saying what I meant."

continued on back page

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Narrow margin for Price report

by John O'Leary

Moderate proposals for change in further and higher education have been adopted by the narrowest of margins in the Select Committee on Education. They will be contained in the committee's first full report, to be published on October 28.

The MPs split dramatically when faced with an alternative set of recommendations drawn up by left-wing members Mr Stan Thorne (Labour) and Mr Dafydd Thomas (Plaid Cymru). They included the abolition of the University Grants Committee and the transfer of responsibility for planning the whole of higher education to the local authorities.



Christopher Price

At the final session to agree the report on the funding and organisation of courses in higher education, only four of the eight voting members supported the consensus draft report of Mr Christopher Price, the chairman of the committee.

In the crucial vote to substitute Mr Thorne and Mr Thomas' alternative, Mr Harry Greenwood (Conservative MP for Ealing North) defied the Tory line and abstained. Mr John McWilliam, the second

Labour member, supported the more radical package, leaving the amendment to be defeated by only four votes to three.

Four sections of the radical report were adopted by the committee, despite opposition to the consensus document by the Conservative majority. They call for Government funding for the Leverhulme

inquiry into higher education, the expansion of educational technology, further talks on overseas students' fees and thorough investigation of the likely effects of introducing student loans.

Other passages moved as amendments by Mr Thorne and Mr Thomas were voted down, leaving Mr Price's proposed report largely untouched apart from minor drafting changes. Attempts by Conservative members to have the alternative report ruled out of order were unsuccessful and it will appear as a defeated amendment in the published document.

Among the main recommendations expected to be included in the final report are:

- The establishment of a national body, to be known as the Committee for Colleges and Polytechnics (CCP), to take responsibility for planning the public sector of higher education.
- An independent joint secretariat to service both the CCP and the University Grants Committee, with formal contact between the two bodies through a liaison committee.
- Annual reports available to the public by all institutions detailing

activities and objectives for the future, which would allow maximum institutional autonomy, including corporate status for polytechnics.

- The abolition of the Regional Advisory Councils and the removal of responsibility for higher education from the Regional Staff Inspectorate.
- Enhanced grants for student teachers training in shortage subjects and higher tuition fees for home students to narrow the differential with those from abroad.
- No change is expected in local and colleges, the dual funding system of support for university research or the financing of the Open University.

Debate in the committee during the final stages of the report centred on the different emphasis by the two alternatives. While Mr Price's draft is understood to have concentrated on national machinery, Mr Thorne and Mr Thomas attracted unexpected support by calling for greater local influence.

Although their radical package did not win the day, their ideas will be thoroughly aired and will gain credence from the narrowness of the final votes.

Closures recommended for Southampton

by Ngaiio Creque

A working party at Southampton University has recommended the winding down of two subjects, and the closure of one department. It also wants a scheme to invite inadequate or idle staff to retire.

The working party at Southampton's new vice-chancellor, Professor John Roberts, has made 51 recommendations plotting the university's future in the light of expected financial provision.

They constitute a blueprint designed to encourage and protect the university's strong or potentially strong departments, to reduce others and weed out dead wood. The proposals will be debated next term.

The hardest is to close down the Department of Theology, ceasing to teach degree work as soon as possible and reallocating staff within the university. The report says that students demand a high level of departmental standards and that the department had developed along very traditional lines and had not recruited outside the established church. There was no case for Southampton to meet needs that were well-supplied elsewhere.

Another recommendation is that the department should be offered for degree work and staff should be encouraged to leave. "There is already evidence that we cannot satisfactorily and consistently supply the mainline

working party also states that Italian should not be given any priority; no extra posts should be allocated for the subject, and vacant posts should not be filled, with resources diverted elsewhere. The future of Italian studies should be reviewed in three or four years.

The report points to the problem of idle or ineffective staff as an inhibiting factor common to all universities. "British universities have for many years had a tradition of tolerating dead and dying wood," it says. This contradicts academic life as a whole, and the privileges of this system are paid for by the public, by inadequately supervised students and by gifted young staff denied promotion.

The proposed solution is closer monitoring of staff performance and a scheme to invite inadequate staff to retire on fair terms. An annual cost of £50,000 "would be a good investment in new vigour."

The report says that initiatives in rationalisation should be explored. This might include sharing teaching with other institutions. Not just the universities, and examining this as a national scheme, where specialists would be concentrated.

Background, page 6

Lecturers' numbers 'will have to fall'

The number of lecturers employed in colleges and polytechnics will have to fall by 6 per cent before 1983-84, according to new estimates submitted to the Public Expenditure Survey Committee (PESC).

Local authority leaders were told this week that in order to meet the Government's spending targets, the number of further and higher education lecturers employed in the public sector would fall from 93,000 in 1979-80 to 88,000 in 1981-82 and 87,500 in 1983-84.

The estimates, drawn up by a joint team of central and local government officers, will feed into the negotiations for next year's Rate Support Grant settlement. Local authority members of the team have expressed doubt about whether the manpower reductions can be achieved without redundancies.

Until the size of the Advanced Further Education Pool is negotiated later in the autumn, however, it will be impossible to predict how big a share of the reduction will be borne by polytechnics and colleges doing advanced work, as opposed to further education institutions.

Course figures below DES minimum

Scores of courses in colleges and polytechnics ran last year with fewer students than the official minimum laid down by the Department of Education and Science.

The annual report of the Council for National Academic Awards reveals that some subjects, particularly in the pure sciences, had an average recruitment well below the minimum of 24 full-time or 15 part-time students. The degree courses for printing and packaging had a first-year enrolment of only 11 students between them.

The 21 DES courses in physics, validated by CNAA, were only 17 per cent full-time during 1979-80. In mathematics, statistics and operations research the figure was 10 per cent. Others with average recruitment below 20 per cent were

included chemistry, industrial sociology, materials studies, theology and town planning.

Earlier this year the DES warned that college approval would be more strictly linked to student numbers in future and the CNAA figures illustrate the danger of closure facing courses. Preliminary discussions are already under way between the DES and the local authorities about a successor to the current system, in which conditions are likely to be made still more explicit.

Minimum numbers for degree courses were laid down in 1966 and are monitored by the Regional Advisory Councils. At the time, the DES stressed that flexibility would be exercised in the application of

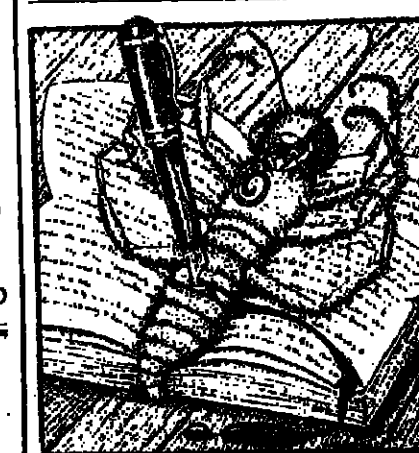
Mr Ray Hunt, assistant secretary of the CNAA, said this week the council was concerned about student recruitment, although it was not responsible for the regional advisory councils and the DES. He admitted that some courses were running with as few as five students.

In the pure sciences, the figures were distorted by numbers on combined studies courses, he said, while some were kept open for a year or two, usually as a result of the need for part-time provision.

Overall numbers taking CNAA degrees continued to rise during 1979-80, with almost a third of students joining courses without a level or their previous studies. The total was 10,000, an increase of 1,000 on the previous year, and for the first time the figures for all courses passed 20,000.



Contents



Formalism, structuralism, post-structuralism—Terry Eagleton discusses the critical revolutions of the twentieth century, 9

David Daiches reviews a new biography of F. R. Leavis, 13

Erving Goffman: Peter David talks to the famous, but reclusive, American sociologist, 7

Pinochet's Chile: Manuel Antonio Garretón discusses the destruction of academic freedom under the military dictatorship, 11
Leader, 31

Politics of the dons: A. H. Halsey describes the political, and academic, opinions of higher education teachers, 10

Economic books: Galbraith, poverty, tax, and Latin America are among the subjects on new books on economics, 17-21

Positive discrimination: Helen Roberts and Dale Spender demand a tougher policy to combat discrimination against women, 10

Women in adult education, 8

Northern American news	4
Overseas news	5
Books	13-21
Science books	15-16
Noticeboard	22
Classified index	23
Opinion	
Union views (AUT and Natfhe), Don's Diary	29
Laurel Taylor, Letters	30
Leaders (Academic Freedom, Mancipal Committee), Patrick Nuttall	31

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ASTMS demands virus controls

by David Jobbins
and Robin McKie

The inquest verdict clearing Birmingham University of criminal negligence over the death of Mrs Janet Harper in the 1978 smallpox outbreak has led to a renewed call for compulsory notification of all work on dangerous pathogens.

Currently notification to the Health and Safety Executive is purely voluntary, and although only one laboratory in the United Kingdom is believed to be holding live smallpox virus there is no central control of work with other dangerous pathogens.

The Association of Scientific, Technical and Managerial Staffs, of which Mrs Harper, a medical photographer, belonged, also wants trade union representation on the dangerous pathogens advisory group. It points out that there is already a trade union presence on the genetic manipulation advisory group.

ASTMS expressed disappointment that the inquest did not tackle a number of points submitted by the

union to the coroner, Dr John Brown.

Its special report suggested that statements made by world experts in smallpox at the inquest court trial of the university were accepted more for their eminent sources than for their validity.

The university was cleared of accusations brought by the Health and Safety Executive at the 1979 trial as "sketchy and easily discredited by a proper scientific analysis".

The union attacked evidence produced in defence of the university at the 1979 trial as "sketchy and easily discredited by a proper scientific analysis".

Mr Parker was infected either by smallpox transmission either through aerosol routes or personnel movements.

But the coroner told his jury

there was no evidence to support the case that there had been criminal negligence or negligence caused by the wilful disregard of the safety of others.

No amount of investigations had elucidated how the virus was communicated from the laboratory to Mrs Parker.

The jury took 15 minutes to return a verdict of death by misadventure.

The jury heard that last Professor Henry Bedson, head of the smallpox unit at the university, had a reputation for being meticulous. He committed suicide while in quarantine at home after the outbreak.

A report compiled for the Department of Health by Professor Reginald Shooter concluded that the virus would not have escaped if Government and university safety recommendations had been applied.

Meanwhile a report this week from the National Association of Teachers in Further and Higher Education

Colleges kick back at university dominance

Universities should make colleges equal partners in validating associations, rather than always assuming the dominant role, the former leader of the colleges of higher education told a conference last night.

Mr John Barnett, principal of the College of Ripon and York St John and former chairman of the principals' group, the Standing Conference, was speaking at a conference of universities validating awards in former colleges of education. Some 60 academics involved in the process were meeting at Leeds University.

Many of those colleges which had a choice during the 1970s had chosen to persevere with university validation, rather than transfer to the Council for National Academic Awards for no better reason than a preference for "the devil they knew", he said. All were concerned primarily with survival.

Only a limited number of voluntary colleges were able to examine the January report and the subsequent White Paper, and draw up proposals taking them into consideration, said Mr Barnett. Still time was limited, and administration inadequate and consultation limited.

The tone of even these institutions was one of "defensive" behaviour, upon the kind of panic which leads one to rush into any bolt hole that seems to be offering some kind of security", he said.

Colleges had been welcomed into the family of higher education some 10 years previously. "It is not unknown for some families to cut off their offspring and require them never to darken their doors again", said Mr Barnett. "There are, unhappily, not a few examples of this in the higher education scene."

"Most it always be assumed a case, that the right relationship is that of father and son?" he asked. "And if it is, must the son always be seen as the foster child or stepson and not the rightful inheritor of the family estate when he reaches the age of majority?"

"A possible relationship, surely, could more closely resemble that of husband and wife, though the analogy of partnership need always be a happy one."

Mr Barnett said that many of the traumas and disasters befalling colleges in the 1970s arose from the fact that the 1972 White Paper, advocating diversification as the means of survival, was not a reality but a fiction.

Authorities agree to £200 rise in London allowance

University lecturers have secured an increase of more than 30 per cent in their London allowance in a deal with the university authorities.

It is to rise from £740 a year to £940, effective from April 1.

The London allowance is payable to 5,800 University of London lecturers and to a further 3,500 research, administrative and library staff on academic-related pay scales. In addition staff at Brunel and the City University also receive the allowance.

The award, negotiated at national level following representations by the Association of University Teachers, will cost London University an extra £2.1m. It paves the way for identical increases to a further 7,400 London University manual and clerical staff at an additional cost of about £1.7m.

The increase is considerably higher than the rises of between 20.5 and 24.5 per cent expected to be notified soon for polytechnic and college lecturers working in and around the capital.

Agreement has already been reached with the schoolteachers and it is certain to be reflected in parallel rises for lecturers once the Burnham further education committee meets.

The expected new allowances for the public sector are being given together with the unions' claim for a 30 per cent rise in the boroughs of Barking, Barking, Havering, Merton and Newham; the Outer London area is the rest of the GLC area; and the Inner London area includes Surrey and parts of Berkshire, Buckinghamshire, Hertfordshire, Kent and West Sussex.

	INNER LONDON	OUTER LONDON	FRINGE AREAS
Existing	£699	£408	£177
Teachers' claim	£780	£510	£222
Final agreement	£759	£498	£210
Percentage rise	24.5	22	20.5

Midland Bank accused of discrimination

by Paul Flather

A row has broken out over the special offers made by one of the big four clearing banks in their annual rush to attract the custom of students entering higher education for the first time.

Manchester University students' union has accused the Midland Bank of discriminating against foreign students by restricting its offer of a £50 cheque card to home students who receive grants.

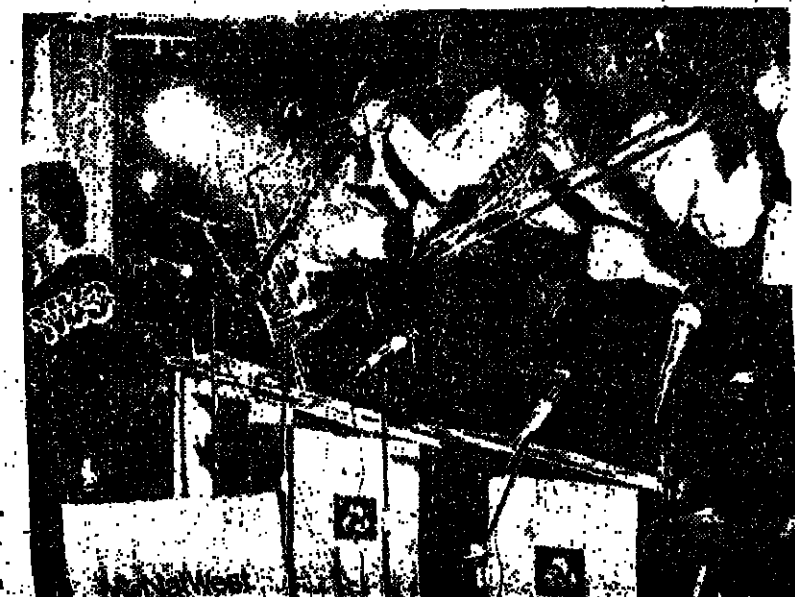
Midland will only give cheque cards to foreign students if after one term they have shown they can "manage their accounts" satisfactorily.

"Overseas students have had a hard enough deal as it is paying the bill costs of living here. This only adds insult to injury and we utterly condemn it", a spokesman for the students' union said.

The union is being supported by the Commission for Racial Equality who are considering the case. Mr. Francis Deutsch, senior legal officer, said this could well amount to a breach of the rules on discrimination.

Midland has denied charges of discrimination and that it is not increasing its offer to any particular group of students. It says the bank offer leaving higher education. A spokesman said no bias was intended. "It is commercial practice to see how students handle their cash before giving them a cash card."

Midland in fact pioneered the special offer of a cheque card to all new students opening an account at its banks. Like the other big four banks vying for the potentially lucrative student market, Midland also offer "free banking" providing



Bank notes: a Dixieland jazz band made up entirely of Natwest staff plays for "the businessmen and women of tomorrow". The occasion was a four-day training school in Reading last week, sponsored by the bank, to help new student union officers in the rudiments of financial management.

the account remains in credit.

This year's bonus offer from Midland is a student discount card which allows substantial price reductions in a number of retail outlets.

The premises for all four banks is that, once a student account is secured, it is a cash for life.

Barclays, often under attack from students because of its large holdings in South Africa, is this year offering students an overdraft guarantee worth up to £100, special business advice, a free budget planner, and a £500 loan to graduates entering a job.

But Barclays also restricts its offer of a credit card to home students. Lloyds, the smallest of the

big four, claims 25 per cent of the student market and is offering a £5 book token or £5 off the cost of a student rail card with £50 worth of overdraft facilities.

Natwest offers cheque cards to all students, home and foreign, plus £150 worth of travel money without commission charges.

The law as it stands could interpret the charge against Midland as direct discrimination against an individual student. A charge of systematic indirect discrimination against foreign students will be more difficult to sustain, because foreign students do not have local authority grants to pay into their banks and so it can be argued they are not eligible for cash cards.

Tribunal sets precedent over sacking of short-term lecturer

An industrial tribunal has said that even if a University of East Anglia lecturer had been unfairly sacked, it would not have ordered his reinstatement.

In an important decision which may help to clarify the controversial question of the practice of sacking academic staff on temporary contracts, the tribunal found that policies lecturer Dr Vincent Cunningham, who was employed on three contracts over a two and a half year period, was fairly dismissed.

He agreed that the university had followed the policy agreed with the Association of University Teachers in dealing with the question of short-term contracts and appointments to established posts.

It cannot equally be maintained that it was wrong to sack Dr Cunningham for two consecutive years in respect of the school of economic and social studies in which demand for courses was still developing.

The tribunal agreed it was not for it to say how long a series of annual

contracts should be tolerated before a permanent post was created, but it was fully entitled to the point at which sacking was beginning to occur had not been reached.

"While on the one hand we would think it inappropriate to use a series of annual short-term contracts to fill a post for which a stable demand had become clear, we would find it equally inappropriate to make an appointment to an established post before the demand has become clear and stable."

Both parties knew from the outset that there was no assurance that the post would continue, the tribunal found. There was no question of redundancy in this case.

The reason for dismissal was the expiry of the second of the three fixed-term contracts and Dr Cunningham's failure to secure a fourth contract as a sufficient reason, the tribunal concluded.

Each of the other three lecturers belonging to Dr Cunningham's department, the Association of Scientific, Technical and Managerial Staffs, threatened industrial action in his support.

Unemployed 'need more help, not less'

by Charlotte Barry

An independent body set up by the Government to implement a programme of re-employment education for the unemployed and a massive expansion of the Special Temporary Employment Programme has come from the Association for Recurrent Education.

At its annual conference last weekend, it urged the Government to restore at least the 30 per cent of 1975-80 rate support grant settlement.

The motion, which was passed unanimously, also contained an implicit criticism of the Association for Adult and Continuing Education, which called on ALCE to make "more" of its efforts to help the Government's efforts to help the unemployed.

It also called for the Government to "vigorously" by including practical proposals for real development.

which took place against a theme of "regeneration, for an expansion of education and training directed at the 16-19, long-term unemployed, newly-redundant adults, and those approaching retirement. Concern was also expressed about the effects of the microprocessor on all these groups and doubts cast about the ability of the education system to cope.

The outgoing chairman, Mr Vince Hamilton of the Faculty of Educational Studies of the Open University, said that the next three years will be crucial. But he feared that any resources made available in the near future may be pushed in the wrong direction.

He thought the politicians "will come and suddenly have funds available" he predicted. "But first of all these funds may go to the wrong institutions with lots of political clout and very little sensitivity. They can be thrown at the wrong target and just disappear into the drain."

Advancing the education needs of women and racial minorities, Mr. Hamilton expressed particular con-

cern about "ageism" in the way which discriminates against young and older members of society.

"Those most at risk are those near to retirement; those being made redundant in their late 40s and 50s and those who are 16 and unemployed," he said. "There is a whole array of courses and strategies of programmes for the kind of society that will give people opportunities to fulfil themselves at work and as total human beings."

He was supported by the new chairman, Mr. Arthur Gould of Loughborough University, who said that the "front end" of education should be "renewed" through a major shift of resources.

Education should not be just a direct response to people's needs, he said. "People should be educated as something which is available to them throughout their lives."

A campaign to promote recurrent education within the trade union movement and to compile a register of projects in non-formal education to ensure better communication between them was also agreed.

Lecturers threaten strike action

by Olga Wojtas

Scottish correspondent

Government plans to close Scottish colleges of education may be fought with strikes and disruption of examinations, the Association of Lecturers in Colleges of Education in Scotland has warned.

Following a special meeting of its national council, ALCES announced it has already called a halt to its voluntary redundancy system, which has reduced college staff from 1,400 to 1,000 over the past four years.

The association has formally announced its rejection of the Scottish Secretary's document which proposes closing Callander Park and Hamilton Colleges and merging the Roman Catholic Craiglockhart College with another institution.

The document was presented in such a way as to avoid proper parliamentary scrutiny and fails to

advance convincing arguments, educational, financial or otherwise. For its proposals, says ALCES, it goes on to demand that be given the status of a consultative paper.

Before the Government document appears, ALCES, which had previously backed the 10-college system, said it was willing to discuss college realignments, provided there were no compulsory redundancies.

It now says the Government statement implies compulsory redundancies, and adds: "ALCES, recognising the strength of the arguments advanced about the security of state for a regional distribution of colleges which will enable local contacts to be maintained, demands that teacher education presences be retained in all the present centres."

If there is compulsory redundancy, ALCES members will not participate in examinations and assessments, or carry out the work

of any ALCES member declared redundant.

The council has also declared its full support for the individual campaigns against closure and merger, and has ordered the executive to meet the bills up to £1,000 incurred by branches at the three threatened colleges.

The association has repeated its demand for an urgent enquiry into the Scottish Education Department's administration, maintaining the document exposes the department's ineffective financial and educational planning and its misleading advice to Scottish Secretary Mr George Younger.

ALCES has also condemned Mr Younger's failure to consult it or the colleges before making his decisions, despite the Government's oral and written promises. This view was backed by Labour MP for Callendar, Mr John Maxton, who attended the national council meeting.

Refugees refused grants for postgraduate study

by John O'Leary

Refugees will qualify for student grants on courses below degree level but not for postgraduate work as a result of last week's decision to treat them as home students.

A circular to local authorities and institutions has made it clear that the exemption from fees and education since doubts about length of stay in Britain will be erased.

However, obstacles remain for the 4,000 Convention refugees in Britain because of another Government decision: this time to refuse local settlement grants requested by the local government associations.

They had argued that authorities should be compensated for the costs associated with giving permanent homes to Vietnamese "Boat People". In particular, the Government must fund the costs of the resettlement of these refugees.

The announcement by Mr Mark Carleton, Secretary of State for Education, will be followed by further good news for refugees since the Home Office has now agreed to clarify formally the three classes of refugees in Britain. Although only those with Convention status will be eligible for the fees exemption,

those granted asylum and others awaiting a final decision will also be given documentation proving that they are refugees.

Aid agencies have pressed for such a change for two years and believe that such a definition will help those both in employment and education since doubts about length of stay in Britain will be erased.

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Local authorities resist union call for payment arbitration

Local authority representatives are understood to have notified the chairman of the Burnham education committee, Mr John Worrie, that arbitrator on the issue of pro-rata payments for part-time college lecturers is not yet needed.

Mr Worrie has been demanded by the Burnham education committee to refer the issue to arbitration by the executive of the National Association of Teachers in Further and Higher Education of the local management offer.

The management side is believed to want a further meeting of the committee to be quickly, although no date has been fixed.

Mr Worrie can refer the question to arbitration but he must be satisfied that no more scope for negotiation exists. The union view remains that a new and realistic offer from the management can be made.

A renewed effort will be made to end the stalemate on yet another "management" from the Class Commission report earlier this year.

Union leaders and local authority employers will meet in the national joint council on lecturers' conditions of service to review the progress made in implementing Class's recommendation that research staff pay and conditions should be related to negotiations for permanent staff.

The unions are claiming that research assistants should be placed on the lecturer scale, as they should be on the lecturer scale. They also want class contact hours to be limited.

But the management side has indicated it will not agree to the claim and instead believes research staff should be tied to a range of points on the LE scale and some points below it.

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Mediator starts probe into poly's audit row



Sir Frank Layfield, (above) who headed a committee of inquiry into local government finance in the mid-1970s, made his first reconnaissance visit to Huddersfield Polytechnic last week at the start of his investigation of a controversial audit report.

Sir Frank was appointed last month as a mediator in the long-running dispute between the polytechnic and Kirklees Education Authority, over the findings of the audit report which alleged financial maladministration at the polytechnic.

Sir Frank met Mr Eric Dixon, chief executive of Kirklees Council, John McCreesh, chairman of the Huddersfield Polytechnic, and Mr Kenneth Durward, director of the polytechnic.

The selection of the full governing council is expected to be completed in the next few weeks, after the appointment of seven out of eight of the eleven members of the governing council.

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The recent crisis at the polytechnic caused by under-funding has not affected the number of students continuing for places at the polytechnic, a Huddersfield report suggests, overseas student applications are also holding up.

At an all-day meeting on outstanding business this week, the governors approved about £40,000 worth of equipment purchases, including new telegraphic display units for use in textile production at the polytechnic.

Kirklees is pressing on with plans to save money by encouraging voluntary redundancies, early retirements, and the freezing of posts. A list of all academic staff at the polytechnic has been sent to Kirklees and a Huddersfield report suggests that many of the programmes lack flexibility and range.

He says that the BEd represents a success story for the colleges which at a time of stringent cuts backs still managed to create complete courses and attract good experienced teachers.

The report shows that some 1,000 teachers had graduated in 1979 through the in-service BEd and that a further 6,000 were studying for the degree. This covered 62 degree programmes based on 57 out of 88 institutions. This was more than any other programme in which there was an almost equal number of women and men.

Complaints force rewrite of distance learning paper

by Charlotte Barry

A draft policy statement on distance learning drawn up by a special panel of the National Association of Teachers in Further and Higher Education is being rewritten as a result of widespread complaints about its negative and conservative tone.

The original draft of the document expressed a number of reservations about the role of distance learning, particularly correspondence courses, as a major form of educational provision. It says it is no substitute for face-to-face contact between teacher and student, and is only likely to be effective if supplemented by other modes of provision.

"These reservations centre on the needs of the student and the ability of distance learning to meet them, the extra resources (and potential costs to the student) required by distance learning, and the extra demands on teaching and advisory staff, it says."

However the association recognises that distance learning may provide for adult students who would otherwise not undertake any education after compulsory school attendance. It may provide a bridge for some such students into more conventional courses, which will usually be better able to meet their educational needs.

The initiative to refer back the document to the union's distance learning panel came from the Huddersfield Polytechnic. In a paper supporting its move the region told the national council that the draft seems unclear about the concept of distance learning.

It claimed that the document tends to imply the idea of extended correspondence courses rather than the needs to define "open learning" as a take account of current developments and of extending the range of the further education service.

"It was felt that the conception was essentially a negative and conservative one — ill-befitting NATE," the region said.

Given the developments in micro-technology, the opportunities in radio and television and the fact that the FE service has an opportunity to reach large numbers not presently in touch with further, higher and adult education, it was felt that a new policy had to be more positive, more forward-looking and better defined."

The draft statement has also been criticised by the director of the National Extension College, Mr Richard Freeman, for stating that distance learning is only likely to be effective if supplemented by other modes of provision.

"This latter statement clearly implies that distance learning is not in itself education but only a stimulus towards it," Mr Freeman says in the latest issue of Continuing Education magazine. "What on earth do NATE think the Open University has been doing for 10 years if it hasn't been educating people?"

He also takes issue with the document for its failure to acknowledge the student's right to choose his or her mode of study. "Most Open University and flexible study students have chosen to study at a distance after considering other possibilities," he says.

National controls proposed

National policy on teacher training should be put into the hands of a new governing body for the teaching profession, says a major government-funded research report due to be published in November.

The recommendations of the report, which examined the state of in-service training for teachers taking Bachelor of Education degrees, are to be debated at a series of meetings around the country, the first of which will be held in London next week under the aegis of the Department of Education and Science.

The research was funded by the DES at a cost of £40,000 and headed by Mr Norman Evans, former principal of Bishop Lonsdale College, A principal finding is that the absence of a national body for the regulation of the BEd, the DES, local authorities, colleges and validation bodies to avoid shirking responsibility for the running of the courses.

As a result the content and structure of BEd courses has been seriously affected by an uneven geographic distribution with too many different courses offered in the same region. Mr Evans blames the notorious history of the in-service BEd originally introduced as part of the fourth year of the initial BEd to give credit towards teaching awards in the 1960s. This has meant that many of the programmes lack flexibility and range.

He says that the BEd represents a success story for the colleges which at a time of stringent cuts backs still managed to create complete courses and attract good experienced teachers.

The report shows that some 1,000 teachers had graduated in 1979 through the in-service BEd and that a further 6,000 were studying for the degree. This covered 62 degree programmes based on 57 out of 88 institutions. This was more than any other programme in which there was an almost equal number of women and men.

The immediate concern for most of the sponsors however is to improve the business activities of their institutions and to diversify their budgets. Mr Deane and Mr Milner want to see a well-run educational institution, locally, nationally and internationally. They suggest that at least their consultants could be well placed to help Third World governments establish higher education institutions, or another they could use higher education facilities to provide testing services for local industry.

Poly leads project to 'sell' consultancy

A London polytechnic will be playing a key part in a new international consultancy, designed to "sell" higher education in the marketplace and assist Third World nations.

Proposals for the Association of Consultants in Higher Education were finalised in Paris last week during a conference on the management of academic institutions, organised by the Organisation for Economic Cooperation and Development.

Behind the scheme are Mr. Guido Declercq, general administrator of the Catholic University of Louvain in Belgium, and Mr. Colin Milner, assistant director of the North East London Polytechnic and secretary of "Nelpco", the company which promotes the consultancy skills of NELP staff.

Support for the new association comes from senior staff in 18 universities and polytechnics in Europe excluding France and the Dutch Ministry of Education.

Christopher Price, MP for Lewisham West and chairman of the Parliamentary Select Committee on Education, Science and the Arts, was there to launch the move. He used the association as a way of encouraging staff and student exchanges which could be particularly helpful to developing countries and aimed at the other side of the EEC's freedom of movement barrier.

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North American News

Senate throws out federal aid Bill

from Clive Cookson

WASHINGTON The United States Senate has narrowly rejected a compromise Higher Education Bill that would have authorized a total of \$50 billion federal aid to colleges, universities and students over the next five years. The surprising 45-43 defeat followed a strong attack on the measure by leaders of the Senate budget committee, who said its student grant and loan provisions were far too expensive.

The bill had been worked out by a "conference committee" of members from the House of Representatives and the Senate during August, as a compromise between the Senate version of the reauthorising legislation passed earlier by the two houses. For example the conference agreed after weeks of difficult negotiations to raise the interest rates on national direct student loans from 3 to 4 per cent and on guaranteed student loans from 7 to 8 per cent; the Senate had voted for interest rates of 7 per cent and 7 per cent respectively, while the House did not want any increase.

But the chairman of the Senate budget committee, Ernest Hollings, said his colleagues on the conference committee for agreeing to an "outrageously expensive" bill that would push next year's federal expenditure on higher education above the level agreed by Congress in the budget resolution.

He said the Senate conferees "threw away all fiscal judgment" and extracted only minor concessions from the House of Representatives, instead of insisting on a true compromise. The House voted 285 to 160 to accept the outcome of the conference.

Senator Hollings and other opponents of the bill seem to have become more outraged by its alleged extravagance after a recent television broadcast by Jane Bryant Quinn, a respected financial journalist, in the Senate debate, where she said the bill's advantages for the wealthy.

Ms Quinn pointed out that, since

there is no income ceiling for guaranteed student loans, a millionaire's son could borrow up to US \$12,500 for four years at private college, and the government would pay all interest due on the loan until he graduated. In addition, under a new parent loan programme, his parents could borrow up to US \$15,000 at the bargain interest rate of 8 per cent. Even if you don't need a loan, it pays to use the government's free money and keep your own money in the bank earning interest," she said.

The Senate had passed a very controversial amendment by Senator Howard M. Metzenbaum, which would have made graduates repay the government all interest that accrued on their loans while they were at college. But conferees from the House adamantly refused to accept it, and in the end the senators gave in to them. The only concession was that a new national commission on student aid would study the idea for possible future legislation.

This week the house-senate conference committee was meeting again to try to work out a new compromise acceptable to both houses. At the time of writing it was unclear whether they will succeed in time for Congress to reauthorize the higher education programmes before they technically expire next month.

Representative John Buchanan of Alabama, the senior Republican on the house postsecondary education subcommittee and a leading architect of current higher education legislation, lost his bid for re-election to Congress for a ninth term. He was defeated in a primary election by a much more conservative republican candidate who was backed by right-wing Christian activists.

New York senator Jacob Javits, another moderate republican who is held in warm esteem by Washington's higher education lobbyists also lost his primary election to a conservative. But he may still be able to win the seat in the general election in November's general election as the candidate of the small Liberal Party.

Recession bites into budgets

The recession is beginning to hit state funds for public higher education. The effect varies greatly from state to state, depending partly on the vulnerability of basic state industries to the current economic downturn.

Allan Oster, president of the American Association of State Colleges and Universities, said state legislatures in many states were being forced to freeze new faculty appointments in order to cope with budget cuts. "We are receiving reports daily from our institutions that while their enrollments are at

an all-time high, they are having to reduce the number of faculty appointments," he said.

One of the worst affected regions is the Pacific North-West, whose major industries are forestry and timber. In deep depression, largely because of a slump in home building, in Oregon, a US\$200m deficit in the state budget has forced the legislature to cut its appropriations for 15 per cent. At a recent meeting, some institutions may have to declare a financial emergency and lay off faculty members.

Public sector report foresees future problems

from our North American editor. Public higher education in the United States is in a state of "fragile stability", educational analysts John Miller and Howard Bowen conclude in a report due to be published this week. The report, a review of financial and educational trends in public colleges and universities.

The assessment, inaugurated when it was intended to be a bi-annual series of reports on the public sector. They will complement the analyses of private higher education which the same authors have been providing since 1975.

The first report on the public sector, entitled "Preserving America's Investment in Higher Education", echoes many of the findings and conclusions of the latest Miller-Bowen report on private higher education, published last month.

A comparison of the two volumes does not reveal any major differences in the overall health between the two sectors.

Both private and public higher education have achieved apparent stability during the financially troubled 1970s by deferring maintenance of physical, financial and human capital, according to Miller and Bowen. If trends of the past decade continue, the authors say, "the public system of higher education has been remarkably steady but has been possible only because important costs have been deferred to the future. The amount of these costs is not known, what is known is that they are large."

One indication of the running down of physical assets is that the total stock of public institutional equipment, which was running at about US\$35 billion a year during the late 1960s, have probably declined to US\$22 billion this year (at constant dollars).

The depreciation of human capital takes the form of faculty salary increases that have failed to keep up with the cost of living and with the pay of other workers. The disparity between the two is a major compensation and of pay in



Protesters against the draft registration are removed from outside the Washington offices.

Military draft officer claims 93 per cent sign up

Ninety-three per cent of the young men subject to draft registration in July have actually signed up. That official estimate came from Selective Service director Bernard Rosker, who declared himself "not unhappy" with the turnout.

But anti-draft leader Barry Lynn challenged the accuracy of the figure. He said his Committee Against Registration and the Draft, an umbrella organization of student and other anti-draft groups, had done its own surveys which indicated only 75-80 per cent compliance. Mr Lynn claimed that the selective service system failed to take into account the large number of young men who registered under false names.

When it is 93 per cent, the committee figures, the registration programme should be called off, Mr Lynn said, because it makes criminals of the 250,000 eligible men who have not registered. Under the draft registration law, which the government reactivated this year after a seven-year suspension, those who have not signed up within 90 days of the registration deadline face prosecution. The maximum penalty for evasion is a five-year jail term and US\$10,000 fine.

In 1973, the last full year of registration, only 83 per cent of those eligible had signed up within a month of the deadline. Yet the figure exceeded 97 per cent after a year, Mr Rosker said. He expected the 1980 proportion to reach 98 per cent in due course as late registrants in the local post office.

Mr Rosker said this year's registra-

tion had gone better than in 1973 because of the publicity over the issue and because today's 19- and 20-year-olds "are patriotic, law-abiding citizens and they heeded the lawful call of the president and the Congress".

However many legal scholars believe that by the standards of 1980 an all-male draft is not lawful. In July the American Civil Liberties Union persuaded a federal district court to halt the Government's programme because it unconstitutional excluded women.

Supreme Court Justice William Brennan acted quickly to suspend the lower court's ruling, so registration was able to proceed. The whole Supreme Court is now preparing to hear the case, although its decision is not expected before the spring.

When President Carter first asked Congress to resume registration in response to the Soviet intervention in Afghanistan, he wanted to include women. "There is no distinction possible, on the basis of ability or performance, that would allow me to exclude women from an obligation to register," he said in February.

But Congress refused to bring in women, so the administration finds itself in the awkward position of defending a man-only policy that it did not want.

Mr Carter's two chief rivals in the presidential election, Republican Ronald Reagan and independent John Anderson, have both gone on record against peacetime draft registration. The president was booed at the Democratic convention when he defended his policy.

Red tape threat to smaller colleges

from P. E. Burke

OKLAHOMA CITY

Oklahoma board of regents for higher education's plans for the closure of eight small colleges throughout the State of Oklahoma which found their way into its hands of an Oklahoma legislative have been passed on to the board and the resulting publicity may well shake the colleges to their foundations.

It has also drawn attention to the educational bureaucracy in Oklahoma which is being used in Oklahoma to bring about the closure of small colleges providing two-year training, generally in technology.

The board of regents' plans were to close eight agricultural, mechanical and technical colleges in Oklahoma because of "low enrolment". First in line was Connors State College founded in 1908, at Warner, about 110 kilometres southeast of Tulsa, and for which an extensive programme totalling "several thousand dollars" had been approved by another second educational bureaucracy.

The "triggering" number for the closure of "two-year" colleges had been set by the educational bureaucracy at 1,000 FTE students. The number of students at a Connors campus may be counted as students on extension classes can be converted to FTE.

With 982 students, Connors fell under the level designated by the board of regents. However, if the numbers of students attending extension courses were included, the Connors would have no problem. Moreover, attempts to establish a branch campus at Muskogee have been constantly frustrated. There are 300 extension students registered at Muskogee (a town of 40,000 which is 30 kilometres from Warner).

"Right now, Muskogee is the largest city in the state that does not have some kind of state medical, dental surgery and veterinary surgery, are affected by admission quotas." The gradual dismantling of the rationing system must continue, says Mr Schmidt's party, and adds vaguely: "We will carry on working for an effective reform of university studies. In particular, the children of workers will be encouraged to take up higher education, and scientific research at the universities will be further strengthened and promoted."

In their programme, the Christian Democratic Union and its Bavarian sister party, the Christian Social Union, are more moderate, and somewhat vaguer. School leavers from grammar schools, they declare, must be given a wider range of professions in which they can use their special knowledge and skills without having to undertake "university studies".

According to the Free Democrats, who are the junior partners in the Federal Government coalition, university education is a divine right, and must be available to everybody. This is the requirement at variance with the requirements of society, since higher qualifications are needed to meet the needs of a mobile labour.

The party is strongly opposed to the introduction of hard and fast time limits for university courses. It demands that the capacity of the universities be extended to cope with a continuing increase in the number of students in the next few years. Creating more places, it insists, is the answer—not imposing limitations on entry.

In fact, some 250 places have been created since 1970—at a cost of DM24 billion (US\$3 billion). But the Federal state governments of 1970 had been asked for 500 places, and had been asked for 717 more in 1979.

The Federal Minister of Education, Herr Jürgen Schmude, has proposed that university education should be available not only to those who pass their Abitur, the equivalent of A-levels, but also to people who passed their vocational examinations. The idea is that a master's certificate in industry would be equivalent to university entrance qualification.

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Overseas News

French universities face cuts

from Guy Neave

PARIS

There is little hope that the cuts in graduate and doctoral level courses in France will be reversed, despite protracted negotiations between the Committee of University Presidents and officials of the Ministry of Higher Education.

Alice Sautier Selte, the Minister of Higher Education, announced the refusal to revalidate established courses during the summer holidays, which will result in the closing of 15 per cent of master degree studies throughout the country. At doctoral level, some 10 per cent are due for closure.

In a series of meetings that lasted from August 25 to September 4, the University Presidents' Federation, equivalent to Britain's vice-chancellors, sought to persuade the Minister to rethink her decision. They have failed. "The outlook," stated a spokesman for the University Presidents, "is now extremely pessimistic".

There have, however, been certain "corrections"—courses previously invalidated have been restored. These are exceptions, and generally the Minister is determined to stick to her guns. Most of the "corrections" and recognition of previously invalidated courses made on purely academic grounds.

The University of Besançon, for instance, has been fortunate in having its advanced diploma in economic analysis reaccepted. Besançon is not without coincidence—a part of a constituency where Mr Edgar Faure, father of the 1968 law on higher education, is seeking election to the senate.

The smaller universities are particularly hard-hit. The University of Clermont-Ferrand, for example, is facing the virtual disappearance of its doctoral level courses. At Clermont in the east, only three out of 14 second cycle courses will survive in the coming academic year.

Nor is the situation any easier for students. It is linked with courses and seminars facing

abolition. At Perpignan, staff wishing to continue research are to be encouraged to do so at other universities. "My impression is that our university will disappear in the future," said Yves Serra, President of the Perpignan University after meeting Ministry officials.

There are two reasons for the withdrawal of validation. First, the lack of sufficient applicants and second, the inadequate staffing arrangements. As regards the second, many universities find themselves caught in a vicious circle in order to meet student demands. Many of them have built up graduate seminars using part-time staff only. This is how no longer acceptable to the Ministry.

In smaller universities, particularly those of recent origin, a combination of inadequate student demands and insufficient staffing has been a perennial difficulty. Yet the minister's policy seems to be to shut down precisely those institutions where innovation has long been a major feature.

German parties ignore higher education issue

from James Hutchinson

BONN

Policy on university education is given short shrift by the two main parties, the Social Democrats and the opposition Christian Democrats, in the West German federal election campaign. Only the programme of the Free Democratic Party, the liberals, goes into the topic in detail.

Predictably, the ruling Social Democratic party claims that the Federal Chancellor, Herr Helmut Schmidt, deserves most of the credit for the easing of restrictions on entry to read certain subjects. At present 11 subjects, notably medicine, dental surgery and veterinary surgery, are affected by admission quotas.

The gradual dismantling of the rationing system must continue, says Mr Schmidt's party, and adds vaguely: "We will carry on working for an effective reform of university studies. In particular, the children of workers will be encouraged to take up higher education, and scientific research at the universities will be further strengthened and promoted."

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Special Branch harasses university—six held

from Howard Barrell

JOHANNESBURG

The head of the Journalism Department at a South African university has described his department as being "under siege" following a series of security police swoops.

Two academics at Rhodes University in Grahamstown, four students and one former student are presently in detention under South Africa's security laws which provide for indefinite, incommunicado detention.

A number of other students at the University have been interrogated for short periods by security police on the content and ideological bias of lectures, particularly those given by the Journalism Department, according to Professor Les Switzer, head of the Journalism Department.

Grahamstown has recently been the scene of continued unrest among

black scholars protesting against separate and inferior black education.

Speculation in some quarters is that security police believe there is a link between political activity on the predominantly white Rhodes campus and black scholar boycotts in the area.

The detainees are Mr Guy Berger, a lecturer in journalism; Mr Vuyani Mqwenana, an historian attached to the University's Institute for Social and Economic Research; Mr Mike Kenyon, Mr Devan Pillay, Mr Ian Matijima, all journalism students; Mr Chris Watters, a law student; and Mr Zubaida Jaffa, a former journalism student presently employed by the Cape Times.

South African security laws forbid what is termed "furthering the aims of Communism", widely defined on the Statute Book to outlaw several black organizations, among them the African National Congress.

Independent Polish union set up

A new Polish Independent Union of Scientific, Technical and Educational Workers (Związek Pracowników Nauki i Techniki i Osiarw—ZPTNO) held its inaugural meeting last week in spite of blocking tactics by the scientific establishment.

The meeting was convened under the terms of the Gdansk accords of August 31, which provide for an alternative trade union system free of Party control. It was scheduled for 4 pm on Wednesday, September 10, at the Warsaw premises of NOT (Naczelna Organizacja Techniczna—leading Technical Organization).

When, however, the 500 or so would-be participants arrived, the officials of NOT refused to admit them, and it was only after some 40 minutes' argument that they finally gave way—on condition that a NOT spokesman was allowed to make a formal statement to the meeting, disclaiming all responsibility for what might take place. The audience heard him out in stony silence.

The highlight of the meeting was the election of an interim committee to hold office for an "organizational period" of three months. As stipulated in Gdansk, voting was by secret ballot, with no restriction on the number of candidates proposed. Before voting took place, several "guest" credentials were carefully checked—each had to produce a letter of accreditation signed by 50 supporters who had already expressed their desire to join the ZPTNO.

A committee of seven was elected,



Members of the Mazovia Independent trade union organization speak at a press conference in which they claim that the formation of free unions is being hindered by management harassment.

out of whom, by another secret ballot, Zdzisław Bibrowski from the Institute of Fundamental Problems of Physics of the Polish Academy of Sciences was elected Chairman.

Also prominent on the agenda was the problem of extending the union's activities to the whole of national profession of the country. It was stressed that the ZPTNO is to be a nation-wide affair, and not confined to the Warsaw area.

Nevertheless, at present it does have a close working relationship with the general Free Trade Union Committee for the Mazowsze area (Warsaw and home counties), whose chairman, Zbigniew Bujak, was present at the ZPTNO meeting. Some delegates suggested that there should be formal affiliation between the ZPTNO and the Mazowsze Union Committee. Others favoured a looser association in

defence of union rights. After some discussion of the point, the delegates proceeded to their first real piece of union business—the drafting and acceptance of a protest about the detention of two persons who had visited the newly established "surgery" of the Mazowsze Union Committee—to date the only such action by the security forces since the signing of the Gdansk agreement.

£30m savings planned for nuclear research projects

by Robin McKie

A revolutionary new plan is now being considered by scientists who believe that sites for two major European nuclear research projects could be combined, saving by £30 million in construction costs.

The proposal, which was discussed by UK scientists last week (September 8) at the British research centre at Daresbury, is intended to reduce costs of the proposed European Synchrotron Radiation Facility, this giant device is to provide high-energy beams of X-rays for investigating molecular and crystalline structures and its construction, including the huge underground tunnel needed to carry its beams of electrons, and would need about £60 million, according to the European Science Foundation.

Now groups of scientists are proposing that an existing machine—the intersecting Storage Rings device in Geneva—could be used to house the synchrotron facility. The ISR, built in 1971 to collide beams of accelerated protons, is scheduled for closure if the European Organization for Nuclear Research (CERN) gets the go-ahead from its member countries to build a £260 million large electron-positron project that will probe nuclear particle structures.

The 300-metre-diameter ISR machine is a little too large for the original plan for the synchrotron device but its wide tunnels would be almost large enough to accommodate the 60-metre beam-line that would carry X-ray radiation from the machine to experiments. In some cases beam lines could also be extended through the outer wall of the tunnel.

The original suggestion for using the ISR site was made by Swedish scientists and has now been taken up by several other groups throughout Europe. There are problems, however. For one thing, the present site is too big, which may seriously affect design considerations and the problem of accommodating beam lines could also seriously hinder its use.

But there are major advantages. The principal of these is cost saving. By using the present tunnel and its control centres, and by cannibalising some of the existing machinery, United Kingdom scientists believe costs could almost be halved to just over £30 million.

Details still need to be worked out and at a meeting of the ESRF later this month it is expected that several countries will press for feasibility study to be set up to consider the proposal more closely.

Higher educationists meet

from Anne Corbett

PARIS

The effects of inflation and political unpopularity, about which British universities and polytechnics complain, is closely paralleled overseas. Last week's conference, at OECD in Paris, of member countries participating in the Programme of Institutional Management in Higher Education (IMHE), spoke a common language on the problems about possible counter strategies.

The case for improving management techniques was well represented in the large British and Dutch delegations. Professor Roe led in view of Nijmegen, General de Witte of Groningen, and John Sizer of Loughborough argued for greater flexibility of management procedures and regular management reviews.

But the difficulties of translating that into practice are already apparent in many British institutions. Michael Shattock, academic registrar of Warwick and second-to-none in believing that better management tools are essential, reported on the half-way stage of an investigation by the Conference of University Administrators. It has found that those universities which are making serious efforts to produce survival strategies for the 1980s have generally had to abandon established participatory procedures

of resource allocation—more than one institution now has an unpopular "Gang of Four".

A much more aggressively entrepreneurial line also had its advocates. Sizer himself, current chairman of the IMHE Directing Group, characterized this as the need for research in anticipation of new course demands, research and consultancy opportunities and greater service to the community.

But a quite different interpretation of the university's best survival strategy was strongly represented by some of the French participants. Claude Casu from the University of Paris I speculated that the French Government would like to encourage private enterprise in the university sector. But institutions themselves see their role as defending their academic tradition against the incursions of government. Not expecting to be rescued financially and having little autonomy, many have taken a stand on the principle of what universities are for.

In international differences in the relationship between universities and governments was underlined in a striking table quoted by Jean Jodot of the Catholic University of Louvain drawn from IMHE "State of the Art" survey. It showed that British universities and polytechnics earned 87 per cent autonomy rating, where French universities scored 42 per cent and German universities 32 per cent.

Ngaio Crequer looks at a Southampton University report

The preliminary growth intentions have split the academic world with the arts group generally against 9,000 target and most of the rest for it. Somewhere in the middle

On the latter point it says that "historical forces, some deeply rooted, some very recent, add to our difficulties, too, by biasing the universities towards stagnation and lower quality. At the most elementary level, though, the shortage of money inhibits new developments and so discourages enterprising scholars. Beyond this, special legal and customary difficulties stand in the way of... weeding out" ineffective staff so as to release space and resources to those who can use them best."

It then looks in some detail at the faculties with a view to pointing out areas where subjects should be run down or where they must be encouraged.

Italian looks at first sight though it has established itself as a viable activity, it says, but with

View of Southampton University

It believes that one of the problems is dissipation of resources over too many areas is a root problem and recommends regrouping of the faculty into three

most studied attention to what is good and should be changed and what should cause the influence of the new vice-chancellor Professor John Roberts; the man of the working party is evident in the clinical examination of strengths and weaknesses; the report deliberately avoids discussion of the machinery necessary to implement the recommendations. Debate of the report will begin in Southampton at the beginning of the term.

judged for themselves. They contain the best and clearest exposition of his ideas, and if they do not succeed, their failure cannot be mitigated by anything he says to loose conservation afterwards.

On one important level his book do succeed, however. They sell prodigious numbers, not only sociologists but also to other social scientists and to the general public. It is almost certainly the most widely read living sociologist, and

EDITED BY JASON DITTON

THE PRESENTATION OF SELF IN EVERYDAY LIFE

IRVING GOFFMAN

Asylums
Mental Hospitals, Prisons, and Other Total Institutions
Irving Goffman

A Pelican Book
Stigma
Irving Goffman
Notes on the Management of Spoiled Identity

Irving Goffman
The Presentation of Self in Everyday Life
Irving Goffman

IRVING GOFFMAN
THE PRESENTATION OF SELF IN EVERYDAY LIFE

a string of self-contained virtuoso man was published in Britain. And everyday behaviour—which
performances" at the American Sociological Association make up our social world—

What has been less 'conventional' has been his publishing career. In addition to *Presentation* and *Archives*, the major books on which his reputation was built, Goffman has produced a steady stream of important books and papers which have sold well. They include *Encounters* (1961), *Behavior in Public Places and Stigma* (1963), *Relations in Public* (1971) and *Frame Analysis* (1974). Each new title has attracted new devotees and spawned its own lively collection of critical literature. Early this year, a new book about Goffman, the

In a deeper sense, though, may be something radical or subversive. Goffman's studies, Goffman believes that even encounters embody ritual procedures for sustaining the sense of which in turn is a sacred object of our imaginations. Yet his studies, by exposing these procedures and submitting them to the kind of analysis. Why, then, have they so popular? Goffman's explanation is typically epigrammatic: "I do not fully appreciate how people entertain ideas, and at the same time be merely entertained by them." He says.

The normally reserved language of the librarian's annual report was replaced this year by verbiage of the kind that is common in the continued into the next year.

The library committee has not been widely enthusiastic, but it

As of now, the expansion in the riding seat, albeit not securely. Their strongest asset is the increasing demand for level education in a country has one of the lowest participation rates in the EEC. But they need the financial support of government if they are to day, and the government, present economic difficulties no mood for a commitment.

lative look of Goffman's work is puzzling, and some of the blame due to his continual shifts in concepts. Goffman never re-used any concepts in later works. He very often refers to his early work in retrospect. Thus one never gets from Goffman himself any overview of his own theory, and one is left with figures cut for oneself if one is to expect any theoretical unity or

What has been less conventional has been his publishing career. In addition to *Presentation* and *Asylum*, the major books on which his reputation was built, Goffman has produced a steady stream of important books and papers which have sold well. They include *Stigma* (1961), *Behavior in Public Places and Stigma* (1963), *Relations in Public* (1971) and *Frame Analysis* (1974). Each of these has attracted new disciples and spawned its own like collection of critical literature. Early this year, a new book about Goffman's

the traditional way of sociological debate. His concern is with issues, and not with the development of sociological literature. Typically, his books plunge into substantive issues, without paying the usual respects to the relevant literature. For most sociologists, however, the Pomatos abound, but there hardly ever any argument with them; theories or propositions of other sociologists.

He gets away with flouting sociological conventions in this way through boldness, by looking in strange ways at the grand old claims of those who, backed large claims for small events. He looks at it in the small events of conversations, fleeting encounters, and the like, and the small, situ-

Goffman has been made to pay a high price for concentrating on the internal clarity of his works and not on the consistent development of ideas from one book to the next. The technique may help him evade detailed criticism, but it also opens him to broader and less specific onslaughts. Whatever his own intentions, Goffman, if read at a whole, and his string of virtuoso performances, is unweaved by his critics in terms of the general impressions it conveys rather than the specific propositions it contains.

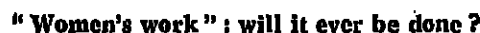
Alvin Gouldner's now classical characterization of Goffman's world

In a deeper sense, though, there may be something radical or even subversive about Goffman's sociology: Goffman believes that everyday encounters embody ritual procedures for sustaining the sense of self, which in turn is a sacred object for the ego. Imagination, rather than reality, is exposed by these ritual procedures and sublimating them to harsh analysis, are a kind of profanation. Why, then, have they become so popular? Goffman's explanation is, typically, epigrammatic: "We do not fully appreciate how people entertain ideas, and at the same time be merely entertained" (1967, p. 292).

Terry Eagleton traces the origins of literary changes which have swept Europe this century

How the critical revolution started rolling

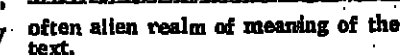
to make such knowledge, and raise fundamental questions about the nature of knowledge in our world.



The problems and needs of women entering the field of general basic education should be appraised and funds made available for a programme of positive discrimination.

Much publicity has been given to working men who have managed to "hide their secret" while doing a worthwhile job and public sym-

Some of the best structural criticism happened in the field "narratology" in the analysis of the latent laws and devices of narrative, which could be shown share similar deep structures. I



ling is a form of "writing," that is, criticism "plays" ideologically with its object, constructing it in various ways. In the contemporary movement which might loosely be termed "post-structuralism"—Deleuze, Lacan, Foucault, Derrida, and others—closed, objectivist paradigms of "high" structuralism have been jettisoned.

Language is never as stable and systematic as Saussure thought: on

The modernist work, however, refuses this complicity, splitting and subverting us by its play of formal scandalously revealing that the signification is essentially arbitrary. In this way they can help splinter the apparent "naturalness"

of ideologies, release the desires they repress, and transform the

*The author is a fellow of Wad-
Colleges, Oxford.*

Party politics crosses the binary divide

A. H. Halsey reveals the true colours of Britain's dons

Sir. Keith Joseph once complained that antipathy to the free market was taught by left wing dons. He spoke from years at All Souls and might well have had the young A. L. Rowse in mind, but I doubt it. It is an old story. Some academics lent support to the buffoonery of 1968. Cambridge supplied some spectacular subversives between the wars. And Thomas Hobbes identified the seventeenth-century universities as the main source of revolutionary threat.

University staff are well known to be an electoral oddity behaving in terms of party support not like a cross section of the professional classes to which they are assimilated by income and style of life, but as if they were a fair sample of manual workers. Martin Trow and I showed all this in detail in our *The British Academics* (1972). The 1976 survey conducted by Phyllis Thorburn and I again showed that if only done by the franchise Labour would lead the Conservatives by 10 per cent. The comparable figure in 1964 was 9 per cent. Moreover, if the franchise were confined to polytechnic teachers the lead would be 19 per cent.

The 1976 study can be further used for two purposes—to show the distribution of political allegiance among university and polytechnic teachers in different types of institution and in different subjects or faculties and to demonstrate the political basis of attitudes towards the funding and organization of the system of higher education which emerged from twentieth-century expansion.

The norms against which both questions are to be gauged are that in 1976 of university (polytechnic) staff 25.6 per cent (35.3 per cent) voted Conservative; 35.3 per cent (44.0 per cent) voted Labour; 23.5 per cent (21.2 per cent) voted Liberal; and 11.7 per cent (8.9 per cent) did not vote, with a small residual supporting the Scottish Nationalists or Plaid Cymru.

An economical way of answering these two questions is to record the proportion of particular groups who are Conservative voters, and then to compare all Conservatives with all Labour voters in universities and polytechnics with respect to their attitudes towards various facets or issues of higher education. The first question: *Who are the Conservative dons?* appears in Table 1. Relatively heavy (though still far from consistent) support for the Conservative party is to be found among the professors in the universities and the heads of the polytechnic departments, the older members of the profession, the engineers and technologists, and the medical faculties. Labour support is heaviest among

the social science faculties of universities and the arts departments of polytechnics.

What does not appear is any marked political pattern among university groups. Oxford and Cambridge dons are not unduly inclined towards political conservatism. The only exception to this political homogeneity of the university world, though a rather glaring one, is the very marked support for Labour among the new universities.

The second question: *What does political affiliation imply for attitudes to academic matters?* is dealt with in Table 2.

The 1976 study gives evidence on the same divisions of the general issues: attitudes towards students,

the division between universities and polytechnics, and the careers and conditions of academic employment.

Attitudes towards students are remarkably strongly correlated with political predispositions. Comparing Conservative and Labour voters, the Conservative voters are distinctly more pessimistic about the quality and motivation of their students. Looking back over the expansion of the previous decade, 47 per cent of Conservative voting university staff thought that the average level of ability of their students had dropped, whereas only 33 per cent of the Labour voters held this opinion.

Over three-quarters of the Conservatives in both the universities and the polytechnics believe that

we have now reached the point where pretty well all those school leavers capable of profiting from higher education have the chance to do so. Less than half of the Labour voters share this view and these are also considerably more keen to bias admission policies in favour of mature students. An overwhelming 85 per cent of university Conservatives would expel or suspend students who disrupt the functions of a university or polytechnic, compared with 44 per cent of the Labour voters. And more than half of the university and polytechnic Conservatives consider that increased participation by students in academic governance has introduced inappropriate criteria into academic decision-making. The majority among the Conservatives

want little or no role for students in admissions policy, staff appointments or staff promotions, whereas these are minority opinions among polytechnic Labour voters.

The binary division is similarly a feature of higher education related to party political preference. But that relation is also affected by institutional affiliation. Thus three quarters of the university Conservatives would not give university status to any of the polytechnics, compared with 56 per cent of their Labour colleagues and half of their polytechnic counterparts of either political persuasion.

With respect to the provision of libraries and laboratories, the libraries of the polytechnic staff overstate their party political difference and they are overwhelmingly in favour of equality. It is only in the case of laboratories that the political difference emerges in the shape of greater Labour sympathy for the polytechnic cause.

The same blurred distribution of opinion obtains on the question of whether the quality of degree work in the polytechnics measures up to university standards. There is only minority support among the idea that universities should restrict themselves to the national academic subjects leaving the newer and more vocational subjects to the polytechnics; the Conservatives on both sides of the binary line incline a little more to this view.

The structure and conditions of the academic career do not divide the academics along the political line so clearly as attitudes to students or even the binary line. There is a firm majority drawn from all political quarters in favour of retaining the university chair as an attainment of the minority. The principal lectureship is thought by rather more than half the polytechnic staff to be a status which ought to be made part of the normal career, but the agreement is bipartisan.

Moderation in salary claims is a leftist opinion in universities but not in polytechnics. Antipathy to militant action on the other hand is very much a conservative attitude in both universities and polytechnics. That universities and polytechnics should enjoy better staff/pupil ratios is agreed by half the polytechnic teachers, but the opinion is not surprisingly more strongly held in the universities, and is a conservative majority opinion in both institutions.

The author is director of the department of social and administrative studies at the University of Oxford.

Who Are the Conservative Voters in Universities and Polytechnics?
(Percentage voting Conservative in defined groups)

	UNIV	POLY
All University Teachers	25.6	35.3
All Polytechnic Teachers	35.3	44.0
Professors	36.0	32.5
Heads of Polytechnic Departments	23.5	24.9
Those born before 1940	23.5	14.1
Union Members	13.0	20.6
Arts	24.8	28.9
Social Science and Administration	36.5	38.5
Science	14.5	10.8
Engineering and Technology	26.1	28.4
Education	26.1	28.4
Law	37.8	28.4
Medicine	37.8	28.4

TABLE 2
Attitudes of University and Polytechnic Teachers

	Conservative	Labour
Univ (Poly)Univ (Poly)	(%) (%)	(%) (%)
Expansion has lowered the average level of ability of my students in recent years	47 (33)	33 (42)
The average level of academic motivation of my students has decreased in recent years	78 (76)	45 (40)
We have now reached the point where pretty well all school leavers capable of profiting from a university (polytechnic) have the chance to attend one	83 (85)	44 (40)
Students who disrupt the functions of a university (polytechnic) should be expelled or suspended	86 (78)	65 (46)
The increased participation by students in academic governance has introduced inappropriate criteria into academic decision-making	70 (57)	47 (29)
Students should play little or no role in —	15 (19)	7 (8)
State curriculum	45 (42)	21 (18)
Undergraduate admissions policy	39 (40)	52 (52)
Examination procedures and standards	65 (54)	49 (49)
Promotion should be based in part on formal student evaluation of their teachers	21 (54)	23 (55)
Admissions policies should be biased in favour of mature students	31 (55)	47 (54)
Staff/student ratios must not be allowed to deteriorate further even if these mean turning away qualified students	72 (84)	34 (32)
A professorship (principal lectureship) ought to be part of the normal expectation of an academic career and not a special attainment of a minority of university (polytechnic) teachers	76 (50)	56 (51)
University (polytechnic) teachers, being among the better-paid members of the community, should moderate their demands for higher salaries	59 (25)	62 (25)
Because it is non-professional conduct, university (polytechnic) teachers should not engage in militant actions such as strikes or picketing	45 (92)	61 (96)
Polytechnics should not be given university status	63 (89)	77 (93)
Universities should have better staff/pupil ratios than polytechnics	32 (43)	26 (32)
Degree level work in the polytechnics is rarely of the same standard as that in the universities		
There should be equal academic provision (eg, libraries and laboratories) in polytechnics and universities		
There should be equal non-academic provision (eg, residential accommodation) in polytechnics and universities		
Universities should restrict themselves to the traditional academic subjects, and leave newer and more vocational subjects to the polytechnics		

Casting the old boys' network aside

Helen Roberts and Dale Spender argue for positive action to stop sex discrimination

working on a National Council of Civil Liberties affirmative action project points out that more could be done in the way of positive action even within the existing law. She is looking into positive action possibilities at the Equal Pay Unit at the London School of Economics is engaged in an action research project on positive action in banking, and the TUC Women's Advisory Committee is looking into the area of positive action in general.

What does it mean to be affirmative? It means to be positive. It means to be active. It means to be doing something to change the situation of women which will be better for them.

for them child care arrangements are built into the system. This is how positive discrimination has worked for them. In demanding child care facilities as the prerequisite for affirmative action, we are only redressing the balance of past preferential treatment for men.

In higher education, despite the UGC ruling that crèches and nursery provision cannot be financed out of general funds, it might not be unrealistic to mount a child care campaign. The numbers game, with falling rolls, may actually lead institutions to reconsider their policies as a carrot to catch the market of young mothers. Child care may not be close to the heart of the educational administrator (usually male), but keeping up admissions certainly is. So while present cuts may make provision of this kind seem unlikely on the level of allocation of extra funds there is a good argument for making child care a condition of any new building or extension within existing budgets.

The second form of affirmative action open to us even within the current climate is, like the first, nothing to do with the American model of goals and timetables. The closure of some of the smaller colleges has been a serious blow to women students and potential women students.

We have the plant and resources available to mount affirmative action courses for women students in colleges all over the country. To some extent this is already being done in NOW colleges and at the Open College but we need to expand what is available and one way of fighting the cuts is to see this as a way forward. It has been suggested that one of the reasons why we have no coherent policy for higher education in this country is that higher education affects relatively small proportion of the population that no government wants to overcommit or overemphasize this area. Possibly if we were to adopt forms of education which were relevant and attractive to a larger proportion of the population in political terms it might make sense in political terms to give it more emphasis.

Most people who are concerned about the form that affirmative action policies could take have given much emphasis to teacher training. There are few if any programmes within teacher education and in-service training that make sexism (the positive discrimination in favour of males) a priority. It seems to be general agreement that teachers could play a role in reversing the patterns that favour males.

Other strategies could also be helpful. Making attempts to award research grants to those who are "outside the network" are not only old boys, or even young boys, but not only help promote more women, but more research on women. Tessa Blackledge has suggested that when women are engaged in childcare, provision be made to support their teaching load, and not their research (for their promotion prospects will suffer from being out of research).

The dissemination of information can also be useful. The United Nations has issued a book which indicates that while women are two-thirds of the world's work force, they receive one-third of the world's wages. The UGC could publicise some of the startling statistics in Britain; they could begin to reverse Byrne's claim that 97 per cent of the women in education in Britain are in the lower ranks of the profession.

Perhaps the most far reaching and fruitful proposal and one that we might not have to consider, is that which was put forward at Cambridge at the conference on "Sex Differentiation and Schooling". There should be no part-time work or part-time study. There should be no provision of the existing laws, so long as we are sufficiently imaginative, in their interpretation. Indeed, it looks as if the guidelines may be making a welcome start for distribution in institutions of higher education.

Helen Roberts is a senior researcher at York College in West Yorkshire and Dale Spender is the editor of *Women's Studies International Quarterly*.

Purges are still commonplace in Chilean universities, writes Manuel Antonio Garretón in our academic freedom series

Junta dirties its hand in 'operation clean-up'

Since the military coup of September 11, 1973, all Chilean universities in admissions policy, staff appointments or staff promotions, whereas these are minority opinions among polytechnic Labour voters.

The binary division is similarly a feature of higher education related to party political preference. But that relation is also affected by institutional affiliation. Thus three quarters of the university Conservatives would not give university status to any of the polytechnics, compared with 56 per cent of their Labour colleagues and half of their polytechnic counterparts of either political persuasion.

With respect to the provision of libraries and laboratories, the libraries of the polytechnic staff overstate their party political difference and they are overwhelmingly in favour of equality. It is only in the case of laboratories that the political difference emerges in the shape of greater Labour sympathy for the polytechnic cause.

The same blurred distribution of opinion obtains on the question of whether the quality of degree work in the polytechnics measures up to university standards. There is only minority support among the idea that universities should restrict themselves to the national academic subjects leaving the newer and more vocational subjects to the polytechnics; the Conservatives on both sides of the binary line incline a little more to this view.

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Flashback: soldier burns books in Santiago after the coup.

splitting. More than aiming for indoctrination with an official curriculum, the government's ideological weakness leads it to rely upon censorship and even silence in the face of expulsions and vettings which seek to eliminate the slightest hint of criticism or independence.

Academic freedom is freedom in other spheres of social life are closely inter-related, and the case of Chile makes this perfectly clear. In society as in the university, the inability to incorporate the principles of consent and legitimacy leads to the regime's resort to the indefinite suspension of military rule and to the transformation from an "exceptional" state of affairs into everyday normality.

Under regimes where academic freedom is not a recognized right, it is not a freedom to be fought for, by a difficult process of conquest, so long as the society is under an authoritarian regime. The struggle for academic freedom is part of the wider struggle for social democracy. Thus in the case of Chile, the struggle on the part of researchers and professors, many of whom have been expelled from the universities, for the right to research, debate and teach freely, takes on the form of the conquest of space.

The authoritarian and instrumental view of knowledge and culture has the greatest effect upon the humanities and social sciences, disciplines always suspected of being useless and subversive. It is these areas that suffer most from expulsions and vettings of professors, curricula and reading matter and from budgetary cuts. In other disciplines, so long as the limits of the particular subject are respected, the activities of the authorities are restricted to surveillance in particular of the activities of students but aside the universities.

The explanation given by an appointed sector for the expulsion of a distinguished professor of law at the University of the Concepción in January, 1980, recognized that he was not engaged in political activity. It was a question of the unacceptability of teachers who expressed political opinions outside the university, and who were "disagreeing with the government".

Under such circumstances, academic freedom ceases to be a right and is reduced to being a personal privilege extended to certain individuals by the authorities who retain the right to withdraw it at any time. The fear of becoming liable to prohibition of their teaching at any time, from an academic post under the pretext

of some budgetary cut or of "nationalization" reinforces self-censorship, conformism, passivity and even silence in the face of expulsions and vettings which seek to eliminate the slightest hint of criticism or independence.

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The author is a fellow of the Latin American programme at the Wilson Center, Washington, D.C.

Energies of interviewers and candidates are being wasted on non-appointments, says John Daniel

Supermen who fail the poly test

Non-appointments, especially at senior levels within polytechnics, appear to be on the increase. A post is advertised, over 100 candidates may apply, six or eight are shortlisted and flown in at public expense; they are interviewed, sometimes for two days, then all are pronounced to be unsatisfactory. The process begins again, and perhaps again so that when the appointment is finally made, the poor superman is almost certainly doomed to live up to the expectations of his colleagues after such sifting?

Having been at both ends of this process during the past few years I have come to the conclusion that most educational administrators do not know what they are looking for. In theory they are searching for a good scholar who is also a capable organizer. In practice the theory of the interviewing panel is itself ambiguous.

Are those who run polytechnics scholars and teachers or are they only managers and organizers? In spite of CNAA pressure and in spite of the fact that many senior polytechnic members do teach, very few of them could be described as students. And since the essence of teaching in higher education is being a student oneself, the ambiguity persists.

The managers may not see themselves as wholly managers but with the expansion of polytechnics the task has become more complex. The educational world. And when it comes to interviewing a candidate they are unlikely to attach as much weight to detailed questions about subject-matter as they are to assessing the candidate's ability to solve problems, to provide leadership, and so on.

And here a strange element intrudes. Educational administration today largely consists of tackling difficult, even unsolvable problems which lie outside the power of the directorate. Yet it is impossible to admit that problems cannot be solved if you are an administrator; it is even impossible to admit that they exist in a clear-cut form, since the directorate has defined them, can presumably be analysed and either solved or not.

So they exist and don't exist: they are there and not there, appearing and disappearing like the Cheshire cat. And the candidate begins to feel like Alice. He or she is never, in my experience, given a straightforward briefing on the organizational side of the work. He can see nothing wrong with an armchair explanation of how the institution works; a half-hour lecture to candidates complete with overhead projector detailing chains of command, problem areas and future development plans.

Indeed, most interviewers are encouraged to ask questions about an institution they know little about. The game proceeds rather like Twenty Questions, an elaborate guessing game. At a recent interview, where six non-appointments were made, it was only at the end of the session when all six pleaded together, their collective hunches, like a dissonant choir, that the nature of the job began to emerge. It was a familiar enough pattern: the department was too large, some lecturers were doing too much work, others had no students, the pattern of student enrolment only reported itself, servicing courses were unpopular with specialist staff, what do you do? No one knew what to do, including those who were interviewed. But as the problem was never clearly laid out, the energies of the candidates were expended not on solving the difficulty but in discovering what it was.

Along with this "chessiness" in exposing organizational problems there is often little or no discussion

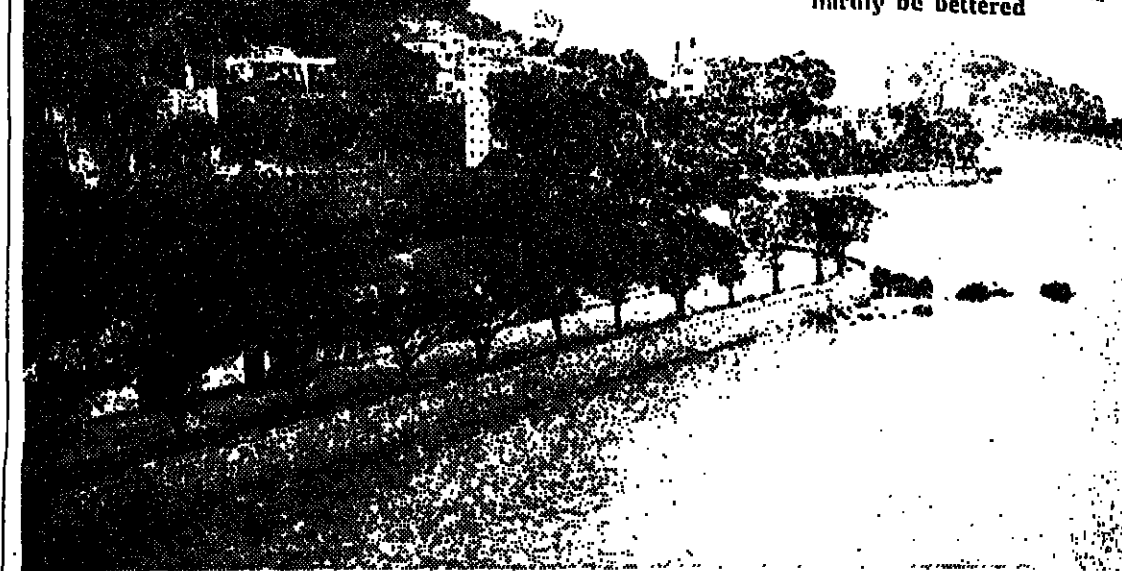
of academic work although the candidates are primarily interested in this area. It is here that the difference emerges most vividly, for it is inconceivable that a university interview panel would not include specialist examiners and that the main thrust of the selection would not be on learning and research.

Instead the criteria for polytechnic selection are often so unclear that those doing the interviewing are as confused as those being interviewed. And in the absence of rational criteria a weird revival of the personality cult begins to dominate the proceedings. If there are problems which cannot even be defined, then perhaps the new appointment will bring the definition with him. Perhaps he or she will be the conveyor of new magic into the institution and will somehow define the indefinable. It is an educational version of the classic American search for the whiz-kid. But unlike the free-wheeling American business in which the whiz-kid was supposed to operate, the polytechnic has severe limits and constraints which nobody knows better than the present managers. So they are almost destined to be disappointed, however large the pool of unemployed or however many they short-list. The result is non-appointment.

Eventually, of course, an appointment has to be made, and because of the nature of those who have the biggest say in the proceedings, it is likely to extend the non-student apex of the pyramid down into the institution so that the numbers of deans and heads of departments who are active learners decreases year by year, appointment by appointment.

Of all the differences between universities and polytechnics—vocational studies—funding—the caliber of students—this would seem, in the long run, to be the most important. The search for managers with mythical capabilities is a will-o'-the-wisp pursuit as the non-appointment pattern indicates. It is also, by and large, unnecessary. It would be better to appoint senior learners and to supply them with good secretaries and administrative assistants.

The author is a principal lecturer in the humanities unit at Plymouth Polytechnic.



Bernard Mellor on the construction and constitution of Macau's first higher education institution

Macau's rich heritage could hardly be bettered

Phenomenon of a new university

A private, English-speaking, residential university is now being founded in Macau, a territory of six square miles in South China administered by the Portuguese.

A site of 27 acres, with the possibility of more when needed, on the island of Taipa close to a bridge linking it with the mainland, has been leased by the government of Macau to a group of sponsors comprising responsible men of substance, almost all of them of Chinese origin but from Canada, Indonesia, the Philippines, Malaysia, Hongkong, Macau, and elsewhere. The architectural scheme provides for a four-phase programme of building to accommodate up to 2,000 students by 1984-85. Work on the infrastructure is complete and facilities for the first 500 students will be ready for a first intake in October, 1981.

The sponsors are informally being given help by members of the two universities and the polytechnic in Hongkong and more formally by a number of specialist consultants from Britain, Hongkong, Portugal, and the USA, some of whom have joined them on a planning board, now occupied in preparing a constitution. The Association of Commonwealth Universities is assisting to recruit, and the Inter-University Council for Higher Education Overseas has accorded the university recognition as one of its related institutions. The International Association of Universities has admitted it as a full member from 1981.

The university will be open to qualified students without distinction of sex, race or religion, but it is thought that it will be of special interest to students of Chinese origin, particularly those from Hongkong and various parts of South-East Asia. In neighbouring Hongkong only a small fraction of applicants is admitted into the only two universities: nearly five million. Last year, of the 11,000 students who sat for the entrance examinations, only 4,400, or 12.6 per cent, were admitted, and almost 20,000 were rejected. The student body of the Chinese University of Hongkong, founded in 1963, numbered 18,000 in 1978. The student body of the Chinese University of Macau is estimated to be no greater than 3 per cent.

The same shortage prevails in many countries of South and South-East Asia, especially for students of Chinese origin. Thousands of young people have to look elsewhere for education, travelling as far as Africa, Australia, Europe, in 1978 over 62,000 students from the region were enrolled in the English-medium universities of the Commonwealth and in universities and colleges in the United States. About two in five of them were from Asia. In Canada, Britain, and New Zealand, Chinese students enrolled in Commonwealth universities numbered 10,000 and from Hongkong 5,000, mostly from schools with English as the medium of instruction.

The deteriorating economic climate in the United Kingdom, Australia, Canada, and elsewhere has brought a decrease in quotas for foreign students and an increase in fees as deterrents. Macau, with its rapidly increasing population now approaching half a million, has had no university hitherto. There is thus a manifest need for a new institution for the qualified students of Macau, Hongkong, Malaysia, and other parts of Asia. Macau's rich cultural and historical heritage, its tranquil, hospitable environment, and its accessibility to the rest of South-East Asia and to China could hardly be bettered as a setting for such an institution.

The oldest European settlement in East Asia, Macau was founded in 1587 by the Portuguese as an outpost for their trading activities with India, China and Japan, and has remained under Portuguese administration. Though the official language is Portuguese, the population, almost all Chinese, and Chinese and English are widely used; it is thus at the focus of the three languages most extensively spoken in the world.

The territory is developing rapidly and attracting new investment from overseas. Recent years have seen new buildings for hotels, roads, harbours extended to keep abreast of progress in tourism, commerce, and light industry. The government of Portugal has set up in Lisbon a Gabinete de Macau to encourage those and allied developments. The prosperity of Hongkong, which lies only 37 miles to the east, to which it is closely linked by ferry, hydrofoil, and jetfoil, and with which it has countless business connections, has given its economic growth a new impetus. As an alternative to the escalating costs of Hongkong, the cheaper housing and labour of Macau offer an attractive base for trade to firms which have traditionally operated from Hongkong.

China is opening up to modernization and joint ventures with the West as never before. There are signs that its new policy of co-operation with foreign corporations will especially favour the company owned by the overseas Chinese, who have not failed to grasp that Macau has more particular affinities with Peking than has Hongkong.

A formidable task of adaptation lies ahead of the local population, and the new university will be there to help with language training and business studies, for which it intends to make special provision. An immediate problem is how to deal with the Macau student who seeks to enter the government service. No general educational policy apart from the government school whose syllabus derives from Portugal, the structure of secondary education in the remaining 25 non-vocational schools is in the hands of unconnected groups of Catholic, Protestant and Chinese teachers. Not only syllabuses, but medium of instruction is determined solely by the requirements of external examinations set variously in Lisbon, Hongkong, London, Canada, and

Taipei. Very few pupils meet beyond a fifth year of secondary school.

Of the 12 larger schools, government school conducts classes in Portuguese, seven others teach in Chinese (some in Mandarin, others in Cantonese) and two, English, and two offer both English and Chinese streams. The Hongkong Examinations Authority or the University of London G.C.E. board, and the Chinese education authorities in Taiwan or the neighbouring Kwangtung Province.

The university will therefore arrange preparatory teaching in two-year junior college where students from Macau as well as others from Indonesia, the Philippines, and Thailand may integrate their studies and improve their understanding of English in preparation for the degree curriculum.

A college of continuing education will organize a wide selection of part-time, short-term, and evening courses in management, communications, languages, and other fields. The university is now likely to be a centre of continuing education for the three colleges, to which others may be added later. It will have full academic autonomy; it will decide for itself what it will admit as a student, what subjects it will teach, and how it will teach them.

In a world troubled by recession where universities are under pressure to reduce their activities, a new university is something of a "phenomenon". Private enterprise and advertisement have been the main reasons for its existence, but its own special attractions, the prospect of assembling a competent and experienced teaching staff, and

The university's first year, which began in July, assumed the duties of academic and administrative offices will be formally installed in March next year. He is Dr. Shouheng, formerly head of the College and professor of Chinese at the Chinese University of Hongkong, and one-time vice-chancellor of Nanyang University in Singapore. He received his university degree in Peking and Geneva and is Chevalier de l'Ordre du Mérite de France.

The ceremony of installation in Macau is to be performed in the presence of a large gathering of heads of universities, including some from Portugal and those of over a hundred Commonwealth universities who will be in Hongkong at that time holding their annual conference; others are from Japan, Germany, and the fully international character of the university intends to develop.

The author has been directing the planning of the new University of Macau since April, 1979. He was Macau's first higher education officer for 30 years; he was registrar of the University of Hongkong.

BOOKS

The critical voice in the wilderness

F. R. Leavis by William Walsh
Chato & Windus, £8.95
ISBN 0 7011 2503 9

by David Daiches

For nearly fifty years now anybody concerned with the teaching of literature, and especially with the educational function of the teaching of literature in universities, has had to come to terms with the work of F. R. Leavis. His has been the great challenging voice of our time, both proclaiming and denouncing. His war against the whole twentieth-century literary and educational establishment was even more uncompromising than Matthew Arnold's war against the Philistines. The prevailing modes of literary criticism in the twentieth century, the literary views purveyed by the weeklies and the Sunday reviewers, the patterns of esteem discernible in the activities of the British Council, the BBC and in the academic world, the whole interlocking world, as he saw it, of mutual back-scratching and the sacrifice of rigorous judgment to politeness and modishness—all this he denounced unsparringly.

He denounced it all because he saw it as opposed to the discriminating judgement with the true philosophy of literary masterpieces which alone justified the study of literature to the health of our culture. For great literature, the creation through the exploratory use of language of new ways of seeing the more realities of human existence, was for Leavis by far and away the most important cultural product of any society. A properly organic social order was more likely to produce such a literature than a society that had lost its organic rhythms and was held together by what Carlyle called the "cash nexus". (And indeed there is something of Carlyle as well as of Arnold in Leavis.) So literary criticism involved social criticism.

Leavis was for Arnold's *Culture and Anarchy* and Leavis and Thompson's *Culture and Environment* is no accident. Leavis was of course not content to denounce the enemy and to preach the importance of true discrimination in discussing literature. In his own criticism he acted out the kind of approach to literature he advocated, and it is as a practicing critic rather than as a formulator of a critical theory that he has made his mark. Indeed, he always refused to formulate a critical philosophy, despite having been urged to do so, in a notable exchange of views in *Scrutiny*, by the American critic and scholar, René Wellek.

The classical statement of his position was formulated in his introduction to the press and reprinted in his *Letters in Criticism*, 1974. It is duly quoted in Professor Walsh's appreciative account of Leavis's achievement.

A judgment is a personal judgment and it is nothing you cannot do your judging done for you. The personal form of a judgement is this: "Is so, isn't it?" and the question (it is a real request for confirmation) expects, at best, a reply in the form of "Yes, but..."

Criticism is thus a matter of personal probing and questioning in a dialogue with others. This seems a very reasonable position, but it is not one that is characteristic of Leavis's practice. It is true that his teaching was always patient and courteous in listening to and answering remarks of students; but this was not a conversation between equals, and the power and virtuosity of his seminars, performances in the classroom, were more successful in making converts or in some cases in driving people away than in promoting a free exchange of argument. But however it might have been in the classroom, there is very little evidence of any "Is so, isn't it?" but, as we shall see, a very specific and more clearly related to what we saw and read all about us. I still think it was one of the most seminal of Leavis's books, and I remain persuaded of its essential truth.

That book sent me to *New Bearings* in English Poetry, first published in 1930, and that was in my mind to be an inclusive and refreshing account of what had been going on in English poetry in the present century of a kind totally unobtainable at Edinburgh University, where Professor Grierson, distinguished as he was, had simply nothing of interest or value to say about English poetry after Swinburne. He was after all born in 1862. The next book of his, *Reveries on Poetry*, published in 1933, was a collection of critical selections from *The Calendar of Modern*

English Tripos, being with him in his house in Cambridge discussing papers. Over tea I ventured to say that I thought he took too light a view of Joyce's *Ulysses* and would welcome a chance to put in a "Yes, but..." against his opinion. He abruptly changed the subject and would not be drawn. Incidentally, it is ironic that he took such a relatively poor view of Joyce since it was his attempt to import a copy of *Ulysses* to use in his Cambridge teaching—when the novel was still banned—that first aroused the suspicion that there was an enemy of the Establishment.

Professor Walsh's book is not intended, he tells us, "to hark back over old controversies or to engage in new ones, but to define the positive achievement of F. R. Leavis, whom I see as the fourth critic in the line of English critics inaugurated by Johnson and continued by Coleridge and Arnold". He does this very well, beginning with an outline of his biography and proceeding systematically to define, and to illustrate by ample quotation, his critical achievement in Leavis in the various stages of his career. He also pays a warm tribute to the original and stimulating criticism of his wife and collaborator, Q. D. Leavis, whose work on Dickens in particular is arguable as the critical achievement of Leavis. But one cannot really come to terms with Leavis without elements of controversy. And to discuss a book about Leavis with any sort of adequacy involves entering into some, at least of those areas of conflict in which Leavis performed so notably.

Two separate yet related questions present themselves. First, was Leavis's view of literature one we can accept and was his practice as a critic as splendidly regenerative and illuminating as his admirers claim? Second, how far did his critical method necessarily imply "that acerbity" of manner and fiercely contemptuous attitude (even, sometimes, to his former collaborators and colleagues) which Leavis himself did not disavow?

There was something else that Leavis did for us at that time. He made us aware of the mixture of biography, plot-summary, technical information about structure or verse-form, talk of currents, movements and influences, that was the staple of lectures in literature at British universities. All this was before the so-called "New Criticism", with its attack on this traditional mélange, came in from America. These three books and an occasional issue of *Scrutiny* were all I knew of Leavis for a long time to come—I did not read *Revolution and The Great Tradition* until many years later—and they elicited a wholly positive and indeed enthusiastic reaction. At the same time I had certain doubts and reservations. I mentioned in a notebook that I was disturbed by the note of "hectoring prescriptiveness" that appeared intermittently in his writing. I also felt that the traditional mélange, with its gaudy parade of literary facts and figures, had something to be said for it. The study of literature, it seemed to me, provided the entry into a host of subjects: historical, linguistic, sociological, psychological, and that was one reason why it was so attractive. Finally, although I was fully sympathetic to Leavis's view of the need for proper discrimination in engaging with works of literature and agreed fully on the element of moral exploration to be found in great literature, I was also very much aware that literature could also be sheer play—play with language, play with form, play with ideas—and that this play provided its own delight. Leavis, more than any other critic, was aware of this, and he was aware of the charge of puritanism often levelled against him. In the sense in which the charge was generally made, he was right in repudiating it. But there was another sense in which he was puritanical, and that was in his dismissal of any suggestion that literature as pure play was a "pleasure" and "recreative" element in any culture. His inability to understand Gladstons admiration of Marie Lloyd was symptomatic of one aspect of his mind.

It was his view of great literature as absolutely central to the moral health of a culture that led to this



F. R. Leavis with his wife, Queenie, on his 80th birthday in 1975.

uncompromising attitude to any tolerance of the merely pleasing, amusing or recreative. This in turn led to his acerbity of manner. Critics who tolerated literature that operated on any level lower than the one he saw as proper to it were not only erroneous in opinion, they were traitors to culture, parties to the destruction or at least the impoverishment of civilization. Anyone who was suspected of such treachery, however much good critical work he might at one time have done—and all the more so if he had never produced anything Leavis considered good—was, in the interests of civilization, to be savaged. And he believed in guilt by association. Any critic who had a good word to say about another critic who had incurred Leavis's wrath was due for his scornful derision.

Leavis did not want admirers unless they admired him absolutely on his own terms. To say to him: "I admire your criticism greatly; I go along with you most of the way; I disagree with you on some points and would like to argue with you about them" was as a rule received no better than denouncing him as an intolerant puritan. It is true that many of the frontal attacks made on him were made by people who had never engaged seriously with his criticism and did not understand what he was trying to do. It is true also that many academic critics simply regarded him as "narrow", as someone with an impossible limitation of taste, and did not understand the basis of his discrimination. It is true further that those academic critics who believed that university teachers of English had a positive duty to teach themselves to appreciate every writer, however minor or even bad, who lived and wrote in the past very properly enraged him.

I for one, who have long believed that the great bulk of what passes for research in English literature in Britain and the United States is a total waste of time, if not worse, would not disagree with him on that. But agreement on major issues on the part of one who was not a 100 per cent disciple was unacceptable to him. In a sense, it can be said that the very nature of his criticism was to be a challenge to the end and still an outcast and a rebel.

He may have felt that this role was thrust upon him, but it could be argued that he chose it. His kind of critical voice operated best when it was a lonely voice, and even though much of what Leavis has said is particularly his assessment of individual poets and even more novelists, is now part of our critical tradition, his way of saying it remains unique and indeed inimitable. Those who try to imitate his critical voice, however successful in imitating his ferocity without his insight, are a very special voice, and as one of these who have been irritatingly savaged by it, I recognize its power and deplore its loss.

There is no evidence of it in his story. When challenged on this point Leavis always refused to debate it. Professor Walsh says that one of Leavis's achievements was "to restore the status of the literary object to rescue it from complete absorption into the sensibility of the critic". One sees what he means, yet there is a sense in which Leavis's most powerful criticism is a reflection of "the sensibility of the critic", is intensely personal and even in some degree autobiographical.

I find his much praised book on Lawrence flawed by an exclamatory personal involvement; there is so much mere quoting followed or preceded by exclamations of admiration, so relatively little objective demonstration of literary greatness, that it seems to me the least persuasive of Leavis's major works. And his chapter in that book on "Mr Eliot and Lawrence" is so packed with personal feeling and personal preferences that it is not a criticism at all. ("I am a fellow-countryman of D. H. Lawrence. Mr Eliot is not.") It is all very well to talk in abstract terms of "Lawrence's intelligence, in its superlative fineness and vitality," but about his "unfathomably sure sense of the difference between what makes for health and what tends away from it, with a personal comparison: 'It is this that makes him, so much better, more, than Eliot'—whose 'major' value-judgments, when he makes them, are generally in the contemporary field, have nearly always been bad—often disastrously bad. But I ought at this point to add that I speak as one who, when years ago Mr Eliot wrote in *The Criterion* of the 'frigate' of Lawrence, 'had been a don at Cambridge, rotten and rotting others'—was widely supposed—at Cambridge, anyway, where it mattered—to share the honour of the intention with Lawrence."

Professor Walsh shows himself occasionally aware of areas in which Leavis operated with less than his characteristic critical vigour and of points on which he could legitimately be criticized. But this is a book about Leavis's books, not about his criticism. That positive achievement is now recognized even in quarters where Leavis was once dismissed, was recognized in Leavis's own lifetime, though fully only in his last years, yet he never accepted that he was right and deplored his lack of influence in determining the nature of university appointments and so perpetuating his own beliefs and method. In spite of appointments at York and in Wales after his retirement from Cambridge, in spite of the release of the whole of *Scrutiny* and its widespread influence throughout the world, in spite of a generation of schoolmasters taught by Leavis's pupils operating throughout England, he felt himself at the end and still an outcast and a rebel.

His critical practice could be brilliant. He had what he himself demanded in a university teacher of literature: "that appreciative habituation to the subtleties of language in its most charged and complex uses, which the literary-critical discipline is." Whether he was right in believing that the ability to use critical intelligence in this way "determines, or should determine, the important choices of actual life" is another matter. The ability to read great writers with genuine critical detachment does not, necessarily, make one a better person or enable one to make morally better choices in real life.

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BOOKS

Linguistics

Grimm's Grandchildren: Current Topics in German Linguistics by Thomas Herbert, David Heath and Hans-Martin Dederding. Longman, £11.00 and £6.95. ISBN 0 582 55487 X and 55489 6

The name in the title is that of Jacob who, with his brother Wilhelm, compiled those famous fairy tales over 150 years ago and almost single-handedly laid the foundations for descriptive linguistics in Germany. The subtitle refers to the difficult task the three authors (young linguists at Nürnberg) have set themselves: to survey what linguists in Germany are doing and how their work may be relevant to our understanding of the German language.

In Grimm's day it may well have been possible to combine the collecting of fairy tales and the study of language with the status of a sound lawyer and the making of a unified philology is unthinkable (which explains the need for books like this). The approach tends to be clinical, the specializations narrow, and the jargon confusing. But how is one to summarize such a huge and complex field in 200 pages without being both too difficult for the general reader and too simplistic for the expert?

Herbert, Heath and Dederding do it by being selective. They divide their material into two parts, the major theoretical preoccupations of the general linguist and the main issues in the linguistic study of German. The nine chapters of part one deal with such topics as form and function, syntax and semantics, pragmatics and sociolinguistics, transformational grammar and text theory; the seven chapters of part two pick out such problems as pronunciation, standards, noun cases and verb tenses, subjunctive and negative, sentence patterns and word order.

This book is not a way of bringing to life many of the more permanent elements, personalities and techniques in German linguistics. While it is certainly true that the significant contributions of German linguists to such areas as text linguistics, clause pattern typology and semantic field analysis are well documented, there are surprising deficiencies. One would have expected, for example, a discussion of the features that make German linguistics unique in comparison with linguistic procedures in other countries or in the study of other languages. Equally disappointing is the almost total neglect of such important fields as lexicography, translation and stylistics in which German linguists have surely attracted international acclaim. Grimm's own influential *Deutsches Wörterbuch* is not even mentioned. Nevertheless we come away with the feeling that Grimm's grandchildren are a force to be reckoned with; if there are occasional linguistic lapses, let Opa Jacob forgive them.

R. R. K. Hartmann

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Illustrated Dictionary

The Oxford English Dictionary English Dictionary is based on the third edition of the German *Brockhaus*, one of the 10-volume *Duden* series of monolingual German dictionaries. The English text represents a direct translation of the German original.

The words are listed not in alphabetical order but by groups of words related to a particular subject or field of activity. The subjects covered include typical activities in domestic and everyday life, sport and recreation, flora and fauna, industry and the arts. The dictionary is published by Chambers in paperback, £10.95. ISBN 0 256 25000 0.

The *Oxford English Dictionary* is a unique work, and it is a pity that it is not available in a more accessible form. This reference book covers a wide range of subjects, and it is a pity that it is not available in a more accessible form.

Human language debates

Rules and Representations by Noam Chomsky. Blackwell, £7.50. ISBN 0 631 12641 4

The packaging of Noam Chomsky's latest book suggests that his publisher is trying to move him intellectually up-market: the dust-jacket is devoted to a Kandinsky nude set off by Jugendstil-flavoured typography, and the blurb promises "insights derived from the work of Freud and Jung, inside the mixture is very much as before, holding few surprises for readers of such earlier works by Chomsky as *Reflections on Language* (1976).

It consists of a printed version of various lectures Chomsky has given recently (without editing to remove material which he repeated before different audiences), and divides into (i) refutations of the latest batch of criticisms advanced against his views, (ii) presentation of the newest reformulation of his technical grammatical theory, and (iii) discussion and defence of his central thesis, the language (and other mental abilities) should be seen as "growing" in the individual's mind, under genetic control, rather than as "learned" by organisms lacking any initial pre-disposition to develop the particular kinds of mental faculty which are eventually acquired.

Of these three components the most interesting is the last. Component (iii) consists largely of the introduction of yet more technical terms to refer to theoretical concepts which appear further from empirical testability than ever: while the first component suffers from the fact that most of Chomsky's critics concentrate on peripheral matters, these scholars issues with only marginal relevance to the question whether languages are learned from scratch or unfold in accord with a genetic programme. Chomsky could well afford to shrug those critics off (but that is not his style). Chomsky's claim that most of the structure of human language is built into the individual from birth, so that the process of becoming a competent speaker is as little a matter of "learning" as is the process of sexual maturation, is a perfectly meaningful thesis: the objection to it is not that some of the phraseology in which it is couched raises philosophical problems (of what theoretical claim could that not be said?), but that all the evidence is against it.

Chomsky himself repeatedly writes as if it is enough for him to establish his theory as a legitimate hypothesis for us to believe in it. "Specific arguments with regard to native endowment should be assessed on their merits, without intrusion of a *a priori* doctrine as to... the structure of mind [this is fair enough]... There is, in short, no reason to adopt the common view that the human mind... is unstructured apart from some minimal 'hereditary forms'..." This does not follow, because the "common view" is supported by hard empirical evidence. Assessed on its merits, Chomsky's theory fails.

In order to see this, admittedly, one needs to construct an account of how people might learn languages if they do not begin with a specific genetic programme for doing so—an account more serious than Chomsky's suggestion that they turn out to be like a black magic. One obvious approach would describe language-acquisition in a Popperian fashion, as a process of making fallible conjectures about regularities in the data, many of which are refuted, but some of which are confirmed and are built on as the child moves from very simple to higher-level conjectures. Such an account treats language as evolving in the individual's mind by a form of natural selection analogous to that postulated by Darwin for the evolution of biological species. The American psychologist Herbert Simon has demonstrated by mathematical argument that the products of any such evolutionary process must share certain formal structural properties having to do with hierarchy and infinity: these properties are common to the various languages spoken in the world. Indeed, ironically enough it is Chomsky who has drawn attention to these "linguistic universals"; yet on his theory of language acquisition, they are quite arbitrary and unpredictable, while

serious underestimate, the period being in fact more than twice that, unless the reference is specifically to verse with alternating masculine and feminine rhyme, as in the period quoted is inadequate features which may seem original, such as Verhaeren's using rhyme centred in one area for its meaning, in another for its sound were in fact in use at least as early as the thirteenth century. It is not that certain genres which originated in the Middle Ages or Renaissance, such as the sonnet and villanelle, should be discussed solely in terms of nineteenth-century imitations (English as well as French), and equally odd that the ballade, that very popular medieval type which enjoyed a tremendous revival on both sides of the Channel in the nineteenth century, should hardly be mentioned.

In consequence, as a reference work this is a bit-and-a-piece affair, less comprehensive than Kesteven, Elwert or Morier. Its principal merit lies in its concern with ways in which language facts can be explained. Inevitably, the book is a bit and a piece, but it is a pity that it is not more technical kind have followed.

Scott wisely avoids Grammont's formulaic equivalences and ventures only few cautious observations; for example, the nasal vowels of Du Bellay's *Jeune Latine* "convey that sense of in-hospitality and cultural brightness" (page 111). On rhyme schemes he is more eloquent: "It is evident that the *a b b a* pattern forms a chiasmus, that *b a* is a mirror image of *a b*, so that it also suggests an intertwined, a self-symmetry, and an inner activity" (page 151). Scott anticipates that he will be charged with relying too heavily on "undeniable" intuitions (page 151). Appreciation of poetry is necessarily in part a subjective exercise, the aim of which must be to endeavour to convince others and oneself of their own reactions to verse. If Scott does not always succeed in the former aim, he should certainly do so in the latter. This is an idiosyncratic book, informative though incomplete, at times exasperating, but always stimulating and enjoyable.

John Fox

The lack of historical perspective is sometimes unfortunate. For example, on page 182, that "the ballade, that very popular medieval type which enjoyed a tremendous revival on both sides of the Channel in the nineteenth century, should hardly be mentioned." In the line in Rimbaud's *Le Bateau Ivre*: *Et les loutins vers les goulifs* (and the loutins vers the goulifs) — this alone acts as a suspension of disbelief, a kind of bridge down which the reader can suddenly and surprisingly plunge" (page 63). In the line in Rimbaud's *Le Bateau Ivre*: *Et les loutins vers les goulifs* (and the loutins vers the goulifs) — this alone acts as a suspension of disbelief, a kind of bridge down which the reader can suddenly and surprisingly plunge" (page 63).

Technology

Narrative Discourse by Gérard Genette. Translated by June E. Lewis. Blackwell, £9.95. ISBN 0 631 10981 1

The appearance of *Discours du récit* in English translation is undoubtedly a major literary event. By bringing to a vast increased readership the application of structuralist techniques to Proust's novel, it raises the possibility of extending such an approach beyond the already well-known terms of reference inherent in Gérard Genette's inquiry, to cover narrative fiction in general. Perhaps never before has a critical apparatus geared to such a fine point of precision, been assembled with power to investigate a work of art so complex. If Proust's narrative is content to leave to a process of trial and error the final choice of him for viewing life and art: "*Revenir vous-même si vous voyez mieux ce que vous-ci, avec celui-ci, ont à dire*" (RTP, III, 91), not a structuralist, and, least of all, a Genette.

Eight years after the appearance of the original text seems to be a ideal vantage point from which to consider whether it has stood the test of time. In the aftermath of the first edition, which was a "narrative of a narrative" (as Genette expressed the hope that it would not be abandoned "when having had some transitory usefulness"). Certainly his analysis of Proust's narrative "mode" and "voice" seems to have far more than transitory significance. One the reader has mastered "all the technology" — (by the author's admission, "surely barbaric in the lover of belles lettres") — he will find his reward in the light which disciplined analysis sheds upon the entire novel.

With a view to encouraging the reader, Jane Lewis has supplemented her highly competent translation with an invaluable index more comprehensive than that of the original, and a glossary which covers only the technical terms. In addition, the footnotes most usefully incorporate page-references both in the *Mémoires* edition and the *Random House* translation.

On a first reading, many Proustian metaphors may seem to succumb to the temptation to skim the generalizations and thus reverse Genette's progress from the statement of the "general" law to the details of the particular instance. Of special interest are the sections where Genette attempts to elaborate upon Proust's "game with Time": there is intriguing discussion of the time gap between the "screen-time" of *Stéphane's Way*, and the actual conclusion of the novel. Proust, in his knowledge that he had projected the hero-narrator into the future beyond the life-span of his own time, noted with pleasure his influence that Proust found his influence between the narrative and the time gap, particularly evident in his discussions of the relatively brief incidence of free indirect style in the *Recherche* and the question of the extent to which Proust may justifiably be considered a self-conscious artist.

In the "afterword" of the first edition, Genette expresses his thought and hope that "all the technology" — proseless, plotless, the iterative, focalization, point of view, the metadiscourse, the "narrative" — will be seen tomorrow "as a kind of 'récit'". In English translation, Genette's prediction may appear unlikely to be fulfilled yet awhile. However, as long as it continues to deepen our understanding of the original, Genette's text, which will remain the "translation" will retain the power to "effect profoundly new ways in which fiction is taught and written". Given the insight and this distinguished work may long serve as an indispensable cult-bone to sharpen the teeth of literary criticism.

Margaret Meis

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Wisdom of fertility limitation

The Politics of Contraception: a global perspective on fertility control today and into the twenty-first century

by Carl Djerassi
W. W. Norton, £6.50
ISBN 0 393 01264 6

The impelling message one gets from reading this book is that birth control is needed as a global policy, and now more urgently than ever before. In addition, new and improved methods of contraception are vital to the implementation of this policy. Unfortunately, people's opinions do not remain static and the changes that have occurred since the introduction of oral contraceptives about 25 years ago have increasingly diminished the prospects for the general acceptance of ideas for the limitation of fertility and opposed the further development of appropriate drugs.

Currently the world birth rate exceeds the death rate by about 200,000 persons a day, and the total population is still rising very fast. The cause for concern is unquestionable, but appreciation of the significance of the population trend and its dire consequences has almost faded from the public mind.

People have become apathetic to the oft-repeated warning — or else in countries with strong religious convictions or in those intimidated by the strength and behaviour of neighbouring states, they have come to cling more strongly to pronatalist policies.

Obviously, as population pressures rise, frictions between countries and rivalry over scarce resources become exacerbated, adding strong support to national ambitions for greater size and influence. Both in national and international terms it is getting to be crucially important as well as extremely difficult for the wisdom of fertility limitation to prevail.

Leibniz's logical principles

Leibniz: an introduction to his philosophy by Nicholas Rescher. Blackwell, £7.95. ISBN 0 631 11570 6

The idea of Principle in Leibniz and the Evolution of Deductive Theory by José Ortega y Gasset, translated by Mildred Adams. W. W. Norton, £5.95. ISBN 0 631 11570 6

These two books make an interesting and instructive contrast. The philosophy of Leibniz is currently enjoying a revival in popularity. He is no longer seen as an obscure metaphysician but as the principal author of the concept of possible worlds, which is of such central importance in contemporary philosophical logic. Indeed, for the past 10 years Leibniz has enjoyed the supreme accolade of philosophical disquisitions: a journal devoted to his works *Studia Leibniziana*. That his fame is not confined to intellectual circles is shown by the fact that his home town of Hanover produces a chocolate biscuit named after him, which is a unique distinction for a philosopher.

A comparison of these two books throws some light on a widely accepted conclusion on the difference between continental philosophy as it is at present practised, and the Anglo-American and Scandinavian world. There is a (perhaps misleading) story of Russell's criticism of Whitehead's metaphysics as "middle-aged" and "philosophical" replying that Russell's philosophy was "simple-minded". These two adjectives epitomize, somewhat crudely, English and continental views of each other's work. Continental philosophy still follows, though with some momentary exceptions, the Russell-Brouwer tradition of clear and simple writing. And the inscrutable mélange of phenomenology, Marxism and existentialism that is the dominant continental fashion seems

to many people no more than edifying obfuscation". In Arthur Pap's foreword (a recent article in this journal by a continental philosopher explaining Sartre to the readers of *The Times* assured us that "he (Sartre) could never reconcile himself to the idea of a less than categorical negation of contemporary reality"). The books by Rescher and Ortega y Gasset are good exemplars of these two traditions.

Professor Rescher maintains a dizzying rate of publication, as much so, indeed, that he shares with Homer and Bourbaki the distinction of being, in the estimation of reliable experts, a committee rather than an individual. However that may be, this is a very good book that has appeared in his name. (It is, in fact, a substantially re-written second edition of Rescher's earlier book on Leibniz which appeared in 1967). In general style and approach, though not in detail, the book resembles Russell's classic dissection of Leibniz. Like Russell, Rescher starts with the logical principles on which Leibniz's metaphysics rests, although he is careful to stress that Leibniz was not, as Russell claimed, an uncritical addict of a subject-predicate logic. The subject-predicate pattern holds only with respect to "propositions" about substances.

Rescher succeeds in showing, though I do not know if this was his intention, that the closer Leibniz's conclusions are tied to his basic logical starting points (the principles of contradiction, sufficient reason and *per se* essentia), the more plausible they seem. He is closely connected with his starting points, and partly for that reason, they are both less original and less plausible. Throughout the book, Rescher is concerned with the pathos of a philosopher whose basic writings are so ill organized and scattered.

With the book by Ortega y Gasset we are in a different world. (1883-1955) has been described by Julian Mariñas, a well-known

Spanish historian of philosophy, as "Spain's greatest philosopher". This is a bold claim, when we remember that Averroës and Suarez are both Spanish philosophers. Moreover, Mariñas considers that this book is his best achievement. If we take these judgments seriously, we may judge the book by the very highest standards. And it seems to me that by any standards, it is a very poor book indeed.

Although it is more than twice the length of Rescher's book, it tells us very little about Leibniz. It starts with two short chapters (nine pages in all) on the topic of principles in Leibniz. Ortega goes on to attempt to trace the notion of "principle" in the history of science and mathematics, in Aristotle and the Stoics and in Descartes, only to return to Leibniz in an appendix where he accuses Leibniz of "positivism". All of this, if it were well ordered and well informed, might be a useful exercise in the history of thought.

But even the factual information is often erroneous. In three chapters, the Euclid, Ortega shows no acquaintance with "serious" work on the history of Greek mathematics — Heath's edition of Euclid, for example. And he attributes three postulates to Euclid's system — a bizarre mistake considering the importance of subsequent investigation into postulate five.

In short, the book gives the impression of superficial intellectual journalism. This is due to the content of the book, not to the style of writing, although the translation gives little support to Ortega's reputation for a fine literary style. An admirer, writing in the *Encyclopedia of Philosophy*, says of Ortega: "He tended to be verbose and to be content with literary brilliance and explanation were crucial". He can say that again.

D. J. O'Connor

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Frege's subtle thoughts

Translations from the Philosophical Writings of Gottlob Frege edited by Peter Geach and Max Black. Blackwell, £12.00 and £4.95. ISBN 0 631 12901 4 and 12911 1

The call for a third edition of this 30-year-old selection is evidence that the choice of papers comes as near as is possible in 200 pages to capturing something of Frege's extraordinarily subtle thought. The third edition differs in two respects from the second: the essay on negation has been omitted, as it is now available in the same publisher's edition of Frege's *Logical Investigations*; and changes have been made to the translations of certain key terms to be consistent with the other uniform editions of Frege's writings.

Thus, the very important paper *Über Sinn und Bedeutung* becomes *On Sense and Meaning* (rather than *Reference*). Their argument for this is that the word occurs in other German works quoted by Frege, but they also admit that the word *Sinn* in normal English calls to mind rather more what Frege means by *Sinn* so that the new translation leaves the reader in a state of confusion. It is true that the old translation did not give a good idea of Frege's style, but it did have the advantage that the reference of a word was what it referred to, which was a useful prop to the mind.

The new translation also leads to the rather curious passage on page 47 "When I wrote my *Grundgesetze der Arithmetik*, I had not yet made the distinction between sense and reference"; with the footnote "Cf. my essay, 'On Sense and Meaning'. Again, in considering functions, *Wertverlauf* used to be

rendered by the old-fashioned but useful phrase "range (or course of values)" but is now simply put as "graph". In fact, we are just dealing here with what is now called the range of the function in mathematics (indeed, on page 28 we find "value-range" used, although the glossary gives only one word as equivalent).

Not all the papers are of equal importance; the first four make up by themselves an important sketch of the way in which Frege's thought developed. The first is chapter one of the *Begriffsschrift*, and is therefore concerned with the notational devices needed to make precise statements. Then "Function and Concept" is mostly taken up with the problem of what a mathematical function is — an idea which was at that time, and for some time afterwards, completely confused in mathematics.

The concept part of the discussion does not really start until the next paper on "Concept and Object", in which Frege seems to be defending a rather sticky position in an obscure way, but the obscurity becomes much less in the fourth paper "On Sense and Meaning". After these four papers the next three form an anticlimax — Frege on Russell, and on Schröder, and a further attempt to define a mathematical function.

The final four selections are from the *Grundgesetze der Arithmetik*, the parts of volume 1 which appeared in *The Monist*; and from volume 2 on definitions, against the formal arithmetic, and the rejoinder to the news of Russell's paradox — a long discussion which shows Frege still hopeful of finding some way out of the difficulty.

C. W. Kilmister

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Commerce

International Trade Policy
by F. V. Meyer
Croom Helm, £12.95
ISBN 0 35664 173 1

It is refreshing to read a book which endeavours to relate trade and commercial policy to each other and to the underlying conditions governing the production of commodities.

Dr Meyer's analytic framework rests on a distinction between technologically advanced commodities and others. The former is one in which research and development expenditure are important overheads which must be recouped before the product is rendered obsolescent. Thus during its lifetime the product is subject to increasing returns to scale and the larger the market for it the more these can be exploited. In contrast primary products and the simpler manufactures do not vary much over time and are almost invariably produced under decreasing returns to scale.

This affects the way different countries respond to trade negotiations. As tariffs are lowered this enables inter-industry trade creation to take place in the form of production of a commodity being transferred from a high cost to low cost location. But the industrialized countries unwilling to see the disappearance of their agriculture or textile industries have tended to limit their participation with these commodities. On the other hand, they can derive mutual benefit with freer trade in the technologically advanced commodities, engineering and chemicals, as their national firms specialize instead of producing a whole range of items, and thus reap the benefits of economies of scale.

Dr Meyer thus explains why the industrialized countries made so much progress in removing quotas and "tariff" barriers after the Second World War and 1978, and so little in freeing trade in agricultural products. As a result primary producers have felt left out of the decision-making and benefits accruing from the expansion of trade.

The problem with his analysis is that it is extremely difficult to provide it with empirical backing. The distinction between inter-industry and intra-industry trade entirely depends on the definition of "industry". It is also difficult to identify industries in the trade statistics, and to obtain an appropriate association between trade and industry statistics.

According to the "technological gap" theory, there is also a complex relationship between trade and direct investment with a "new" commodity first being exported from the home country, and then, when the method of production has become standardized, the trade gradually being replaced by direct investment in production facilities in the importing country. The point at which this occurs depends on the relationship between the size of plant in relation to the size of market. In addition to the availability of the appropriate skilled labour, and so on. Although he mentions inter-industry trade, Dr Meyer does not appear to regard it as a substitute for trade. He also lays great emphasis on the economies of scale whereas industrial economists have tended to regard them more circumspectly. The commodities for which they now appear of paramount importance are the standardized (and least technologically advanced) commodities such as steel and steel products. These are economies of scale for the spreading of fixed capital overheads. Dr Meyer appears more concerned with the overhead of research and development expenditure.

In short, this is a stimulating book with a precise and readable account of economic policy, but with an analytical framework which must be regarded as unimproved and, perhaps, unimprovable hypothesis.

Lynden Briscoe

Lynden Briscoe is lecturer in economics at the University of Manchester.

BOOKS Tax of a lifetime

The British Tax System (second edition)
by J. A. Kay and M. A. King
Oxford University Press, £10.00 and £4.95
ISBN 0 19 877159 2 and 877160 6

This readable and scholarly work on the British tax system combines an up-to-date description of the system with a rigorous analysis of the entire tax structure and makes a number of practical and fully integrated suggestions for reform.

An efficient or neutral tax system attempts to minimize the effect of the tax structure on the economic behaviour of those in the economy. Using neutrality as an index, Kay and King provide a thorough account of the distortionary effects of British taxes. There is little to suggest that the authorities intended or were capable of predicting these effects which are mainly due to the systematic changes which occurred over time. The distortionary effects of income taxes on the supply of effort and choice of occupation are considered. The favourable tax treatment given to investment in owner-occupied housing, pension funds and life insurance as forms of saving, has dramatically affected the composition of personal wealth and encouraged the holding of assets of a non-entrepreneurial kind. It has also reduced the availability of funds for small companies by encouraging institutional investors. Kay and King contend that the present system has very high distribution effects. They argue that the high marginal tax rates are most undesirable and that these high rates are irrelevant to a progressive system of taxation.

aggressive system of taxation. The authors' proposed alternative Lifetime Expenditure Tax, they consider lifetime income appropriate tax base, they argue because of the complexity of measuring income. In fact, lifetime expenditure which includes gifts and bequests made, is a tax on lifetime income. The authors convincingly show that required changes, considered above even within the present tax structure, would lead to a simplified system. As such, an expenditure, including cumulative PAYE system, scheduled system and the like, a single annual return for a whole of a taxpayer's household, a single annual return with a declaration would be a local income tax payable as an annual taxation of gifts and Capital Transfer Tax.

These suggestions for reform are based entirely on efficiency and distribution, a macroeconomic consideration. The stabilization aspects of tax are equally important and an attempt must be made to take the likely effects of the changes on the stability of the economic system. Taxes on expenditure stabilizers or price stabilizers during inflation. While the need for indexation, they consider the effects of inflation on the need for indexation, they contain no analysis of the effects of taxation on inflation.

J. F. Bradley

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BOOKS Economies compared

Problems of Economic Growth in Latin America
by Béla Kádár
C. Hurst, £11.50
ISBN 0 905 838 34 3

The first half of this book consists of a general survey of Latin American growth strategies and trends. A historical first chapter starts at the Incas, and a further three chapters concentrate on the post-World War II period. The second half comprises case studies of Argentina, Brazil, Colombia, Mexico and Peru—all in 264 pages. The book is a revised version of lectures given in 1968-1973.

Unfortunately, it is marred by an appalling translation, which will dismay all but the keenest. The reader has to cope with phrases such as "a somewhat slowed down rate of growth in the examined last 10 years" growth rates that "shrank" and sentences without verbs, while phrases such as "external economic monoculture" and "income flexibility of food demand" have to be puzzled out.

Those willing to persevere, however, will find some stimulating ideas, though the book is too ambitious to be successful. The core idea of the first chapter is the importance of history: we fall to understand present day events unless we see for instance, that the price mechanism is bound to work badly in a country like Peru with a strong centralist tradition. The fundamental rationale of the Velasco government was a return to a model in tune with history. The Southern Cone developed rapidly because of the lack of a feudal tradition, but subsequently rapidly borrowed wholesale the protectionism and "welfarism" of developed western economies—which proved that undoing inevitably, such a broad panorama

is not entirely successfully filled in. There are in fact no insights as to why the "once developed" countries borrowed so indiscriminately and foolishly. The detailed stories are not always accurate—Peru's mining is described as dormant from the 1820s to the 1950s (page 72), hardly a description of Cerro de Pasco's development.

The main part of the book is preoccupied with what the author sees as the healthy and long overdue return to comparative advantage and promotion of industrial exports, which he dates from 1967. Such exports are seen as the exploitation of labour intensive comparative advantage (page 66); however, of the case studies, Brazil and Mexico are said to be exceptions, while Argentina and Peru have made little headway with such exports—but the implications for his general analysis are not noted. More important still, the analysis is seriously dated. Most of the general analysis ends in 1973, and was clearly written in the midst of the euphoria of the boom in exports of manufacturers and before the oil crisis. Several of the case studies have been written (or revised) in 1976, and already tell a rather different story. It is unfortunate that a full revision was not undertaken, to remove the internal contradictions.

The most interesting chapter is that on integration, there is a stimulating discussion of when small countries may hope to gain from economic integration, while chapters analysing recent growth strategies give a generally accurate account. The book as a whole, for all its flaws, is a courageous effort in much-needed comparative work.

Rosemary Thorp

Rosemary Thorp is research officer at Oxford University.

Hanson's

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L. WALKER, revised by C.W. MUNN. Second edition

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Run down

The Decline of the British Motor Industry: the effects of government policy 1945-1979
by Peter J. S. Dunnett
Croom Helm, £10.95
ISBN 0 7099 0012 0

Central to Professor Dunnett's analysis is the familiar industrial organization model in which an industry's performance is seen to depend on its basic conditions of supply and demand, the industry's structure, and the conduct or behaviour of the firms in it. He chronicles relentlessly one after the other the effects of government policies—for example on exports, regional development, labour relations and overall regulation of the economy—on the basic conditions, structure, conduct and performance of the United Kingdom motor industry. It appears from this that the government rarely put a foot right.

Nor is any comfort to be derived from the possibility that the costs imposed on the motor industry by government policies might have been more than offset by the benefits derived from the achievement of the country's overall goals, such as a balance of payments improvement or price stability. In most cases the desired ends were not attained, or the benefits were meagre compared to the costs to the motor industry.

There is no doubt that the stop-go policies pursued by both Labour and Conservative Governments throughout much of the period, and the deliberate use of the motor industry as an economic regulator through changes in hire-purchase regulations and purchase tax, had a damaging effect on the industry.

Particularly so, as it came at a time when British competitors were enjoying a more or less continuous expansion in their home markets. Most observers would accept that the policy of forcing firms to expand in development areas adversely affected efficiency and production costs. It is plausible also, with the major exception of government attempts to nationalize the industry by encouraging mergers between the surviving British firms, that other policies, such as those pertaining to taxation, roads and transport, and labour relations, contributed marginally to the decline of the industry. Had the author confined himself to conclusions such as these, the book could be regarded as a useful and detailed account of government policies and their consequences for a specific industry in a particular country during the postwar period.

However, Professor Dunnett takes his argument much further. Where critics of the industry have cited bad labour relations, poor management, under-investment, or inferior products as the main cause of the decline, he argues that these were frequently symptoms, not causes—that government economic policies were, to an important extent, responsible for these problems, and hence for the decline in the British motor industry.

Moreover, he explicitly means this to be a case study with useful lessons for policymakers in other countries throughout the world. What must they do for the future wellbeing of their motor industries? The answer given is, in general, to refrain from interfering with them as much as possible, either indirectly through demand management or overall economic planning, or directly with specific industrial strategies.

This is strange advice at this stage in the development of the world motor industry. Renault, Vauxhall, Alfa Romeo, are under state ownership. Volkswagen is 40 per cent publicly owned, and Chrysler has just received what has been called "the biggest corporate bailout in US business history". Sixteen multinational corporations produce nearly three-quarters of the world's total production of motor vehicles. It does seem late in the day to be pressing the case for laissez-faire.

G. E. Maxcy

G. E. Maxcy is senior lecturer in the department of economics, University of Hull.

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Overseas

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Overseas continued

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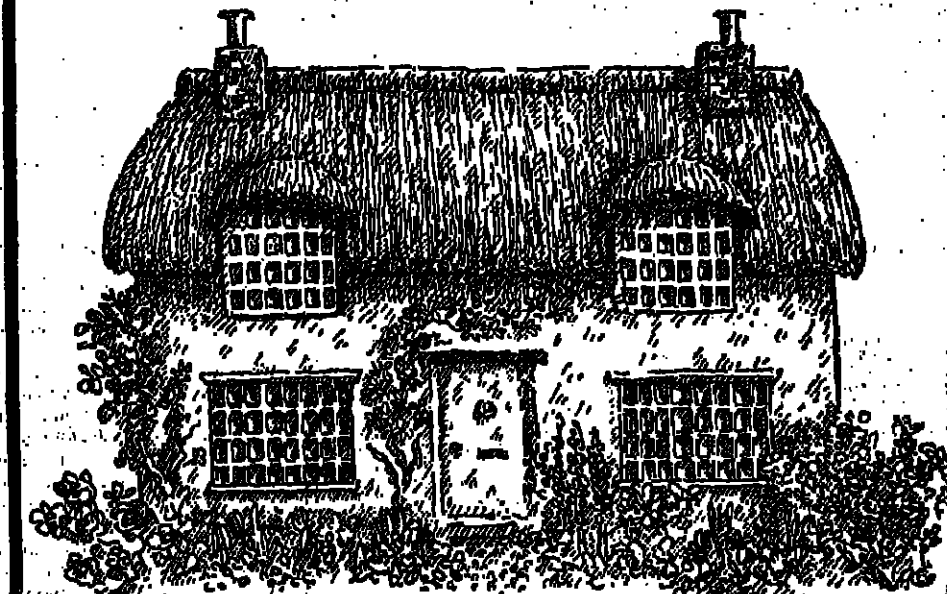
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Union views

The leap from heady holidays to union action

Coming back from a summer holiday to the TUC is usually like that moment of dramatic transition between the steam room and the ice bath in a sauna. From whatever idyllic beach or highland loch, delegates find themselves all at once plunged back into the travails and tensions of the new trade union year.

Yet I have never felt the incongruity of the switch less than this year because everywhere I went during a Scottish holiday, in town after town, everyone was talking about unemployment and the Government's mortifying economic policy. Thus departure to Brighton expressed more of the same, further expression of sentiments you can hear throughout the country. In Blairgowrie, for example, where the mill and the canning factory now stand idle, the town is left dependent on the chance of good snow this winter for the skiing and on seasonal jobs. All the signs of collapse are visible—the youngsters standing in despondent groups in the town centre, the cardboard-filled windows, the posters in the Community Advice Bureau offering help for newly discovered alcoholism, the old men on the benches.

Further south, in Walkerburn, in the heart of David Steel's borders constituency, a recent takeover of the Ballantyne Tweed Mill, the village's monopoly employer, had shaken most of the population out of work and on to the dole queue. No alternatives are on offer and the closed mill gates along the Tweed valley suggest there is no easy move to a new pay-roll.

In both these cases what was most impressive to a visitor was the way in which the people in the towns—the shopkeepers, hoteliers, bartenders, whoever—reacted with the same vehemence, anger and sense of community to the disaster. People who might have been supposed to be the backbone of Conservative support witness the destruction of their communities and of their prospects with the same anger as those losing their work.

The point of this vacation reminiscence is that precisely this response in Scottish towns, this unity in adversity, is what the trade unionists in Brighton call on from each other. The TUC resolutions on unemployment and cuts in the public sector invoke the support "of the whole labour movement", and it is no mere formula. The truth is apparent. It is quite impossible to resist the attack on any part of the public sector without enjoying far more general support from all other parts of the movement. These same resolutions at the TUC are the off-spring of resolutions carried during the spring at individual trade union conferences, where those working in each sector have come to recognize their vulnerability if they try to take on this administration on their own. We suffer what can only be described as serial defeats.

But there is a precondition for creating wider support. People elsewhere in the community and in other unions have to know what you do, why it is worth doing and preserving it, and what will be lost if it is simply cut out of the economy at the whim of the Treasury ministers. The development of such knowledge is a relatively easy matter for some trade unionists and for some parts of the public sector.

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The problems which face other recipients of public expenditure certainly face us in further and higher education. We too are facing redundancy on an unprecedented scale and there is every indication that the cuts will bite still deeper. Indeed, it has become inconceivable that a NATFHE meeting can be held without some new means of decimating post-school provision having to be discussed, whether it be unit costing, some equally unreliable and inequitable method, or a mechanism, such as that contained in Heseltine's Local Government Finance Act. And our response has taken the time-honoured course of initially forming our own plan of campaign and then calling for the widest support for education throughout the community and in the other unions.

Indeed, at Brighton, a key NATFHE motion mirrored many of the sentiments expressed in NATFHE, calling for a defence and extension of education provision by the formation of alliances similar to those which brought about the 1944 Education Act. Thus at the heart of the cornerstone debate on education was the recognition that teachers in schools, colleges or universities cannot hold the ground on their own.

But it is at just this point that a major problem occurs. It seems to me to be far from clear that in the battle to preserve and extend the post-school sector, the wide sections of the public needed to forge such alliances have any strong impression of what goes on in the threatened institutions and why it is essential to defend them. There are evidently at least two reasons for this being relatively cut off from the wider community. First, the complexity of finance and administration of post-school education, and consequently how decisions about it can be manipulated, defeat all but the most diligent and determined potential supporters, faced with trying to grasp our labyrinthine structures or the reams of opaque statistics which purport to describe our sector, are likely to shy away.

Secondly, it is hard to get possible friends to grasp what we contribute from external sources, a second and, in my estimation, far more difficult problem arises. Aside from staff and students, hardly anyone else sets foot inside post-school educational facilities. What happens within their walls—in the laboratories and workshops, in classrooms and lecture theatres, is less well grasped than events on an average day in the Houston Space Centre. There is almost zero exposure. No real, popular social audit exists, and value to the community is difficult for outsiders to judge. It is little wonder that attacks on post-school education are thought to create little electoral hostility or much trenchant support from those other teachers.

There will certainly be those who regard vigorous public relations as too great a chore, or who believe that higher education should be above that kind of thing. But I am convinced that the defence of our institutions will depend not only on their international reputations and standards, but on being open to those upon whom we will inevitably call to defend them.

David Triesman

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Turning aspirations to reality

Although in the kind of society in which we live it is becoming impossible to plan ahead for more than a few months it is still, nevertheless, essential that trade unions and professional associations should at least attempt to see how the future should be shaping up for the industries and professions in which their members are working.

Because of violently fluctuating economies and twists and turns in various governments' pay policies, many negotiations have seemed to the outsider (and indeed to the insider) to dominate the activities of the Association of University Teachers.

Yet all the time work is continuing to go on to look at the broader educational issues which face higher education and a great deal of time and effort is spent in attempting to protect the long-term interests of the university system and the staff and students who are part of it.

In 1969-70 the AUT produced a document *The Universities in the 1990s*. Although many of the hopes and expectations and optimism disappeared, that document was played out by the White Paper of 1972 and the periods of restriction that followed, nevertheless, many of the aspirations of the 1970s still live on. It is therefore, a good idea to know that a wide range of people are now about to take place within AUT on a new look at the future.

A draft document *Universities in the 1990s* has been circulated to all AUT local associations with a view to adopting a definitive policy in the next decade.

It is impossible within a short compass to do justice to the full range of topics covered. However, it is important to stress that the document reaffirms AUT commitment to the Robbins principle and to the aim of increasing and improving the output of research, together with an expansion of student numbers drawing greater intakes from women and mature individuals who wish to take advantage of a university education. Stress is put on the universities continuing to produce graduates who are creative and flexible in a variety of careers that may change with technological and social developments.

It stresses the importance of regulating and developing the library

and to introducing the new technology of information storage, retrieval and communication. All in all the document should provoke and stimulate not only debate among a wide range of university academic and allied staff, but also lead to action on the part of the AUT on a broad front. We have often been accused of being long on discussion but short on action. This has been an unjustified complaint as the record will show. Nevertheless, one decision has been taken by the AUT Council in December on the future of universities and the university system, and the AUT executive and the membership will do all in their power to ensure that the ideas adopted are translated into practice for the benefit not only of the staff but the university system and higher education as a whole.

The document takes each of these points and examines them in great detail. To take one example, on the demographic argument, which is a major pre-occupation of higher education, the document states that by 1990, it is questionable why should we have been making for some time that such a fall need not take place and quotes the helpful statements on similar lines which the UGC and the CVCP have been making.

The Government's role in all this is of course central and this is why the AUT has, we hope, made the case that the future should be viewed not as a problem but as an unrivalled opportunity. The policy therefore which has been laid out is that a whole number of social and economic factors in the demands taken into account in the demands for university education and demography, even if it can be relied on, will turn out to be a very bad

guide on which to plan the universities into the next century.

Although the talk of rationalizing is in the air, the document points out that continuously universities have been economizing and rationalizing and this is no new experience for the university system. However, there is a limit to what can be done and long years of Government-imposed cuts have been endangering standards of teaching and research.

While support is given to the University Grants Committee as a reasonable means of preserving university autonomy and of meeting the need of public accountability, a call is made for greater sensitivity and a more open and representative character to be implanted in the work of the University Grants Committee.

The AUT does not see universities acting in isolation, and in a rapidly changing society the document calls for special attention to be given to building up continuing education so that new skills can be acquired as necessary. In this respect there should be encouragement for the university sector and the local authority sectors of education to be encouraged to work together.

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Laurie Sapper

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Don's diary



A taste of Soviet life.

Sunday

Nothing in Chippendale's circus or Brelvi's circus gives more than a faint idea of an international congress of Slavists. Only because I now know it is more fun to be a spectator than a participant do I decide not to go to Garmisch-Partenkirchen this summer. The tram route of Zagreb 1978 are still fresh. Small congresses are painlessly memorable. New Zealand, where Professor Z. accused Professor L. of stealing his portfolio and in the brawl that followed ripped off the string that held up L's trousers; an occasion in Oxford when the neighbouring table of delegates to another congress were agitated that we Slavists, still sending country girls to Asunción, were allowed to meet openly. But at a congress where there are 13 official languages (the Macedonian folklorist gave a talk that was understood by his claqué of two) and where all papers have to be previously published and come some cold (test offence he given to anyone) and where half the papers were devoted to the Bulgarian proletarian novel, ere death.

Monday

After five hours' earnest teaching, I stumble into the Common Room bar. There is a Dostoevsky-Rousseau (repro) on the wall and the walls, rafters, and ceiling are jungle green, so that it takes two glasses to dispense the fear of crouching panthers. At this point someone brings in a girl clearly undergraduate, into the bar with a possessive gesture. After beating around the bush, we tentatively conclude that sex between staff and students might occur not just in the novels of Malcolm Bradbury, although of course the rule that applied to Abélard and Héloïse still applied, comes a gruff voice, "the local munition would be overflowing and there'd be quite a few cunuchs in this bar."

Tuesday

One's natural puritanism is stimulated by our Soviet language assistant, still recovering from shock at the anarchic order of our universities. We take poplock from the Soviets, but have been very lucky. Our line in English appeals for one, trained as a teaching Voronezh, to be a Soviet, Russian, from the East, who was in a managerial position, a relative pushover, but their inability to get up in the morning the lack of fear and their promiscuous reading of library books and their horror of verse will never cease to amuse her.

Wednesday

Quite a few of our students are getting a taste of Soviet life: we get postcards from Voronezh. It's down to all foreigners but students—anyone can be visited and are only allowed to go there on the night train. There are often no fresh

vegetables, meat or hot water. Many of their teachers are really employees of other departments. They live surrounded by endemic gonorrhoea and dysentery. Their mail is opened. And yet, like the public schools, the whole experience is exhilarating simply because they know they can take anything. And sometimes they come back with better Russian than their lecturers.

Thursday

After reading an essay or two by French/Russian students I no longer know how to spell: *resistant*, *existence*, *independent* are all in doubt now. And, when marking is over, I count the delinquencies by their absence from the pile. Repeated offenders have to be talked to, and I find it hard not to gloat at the moment of admonishment and threat. Sometimes it is the ingenuity of excuses, sometimes it is the very thought that we spend so much time enlightening bright, eager newcomers with the doubts of Camus, and the torments of Dostoevsky, and then are indignant that they find our lectures absurd and life agonizing. Perhaps Edmund Gosse was right to call Dostoevsky "the cocaine and morphine of modern literature", but there is a shortage of harmless substitutes.

Friday

Reflecting on the Atkinson report of the teaching of Russian I feel in a sense there is a relief in having a fight in the offing, instead of just watching the subject dry up as schools—or that child-minding service that passes for schooling—drop everything that offers challenge and difficulty. Still, as Atkinson is not ruthless enough to propose forced redundancies, all he can suggest for his surplus of young academics presently teaching Russian is to have them redeployed into administration. Such a pity our college has just filled its posts of secretary and registrar; what a taste of Soviet rule they could have had.

Saturday

A useless day from which anything remotely well-oriented is discarded for a pair of the filthiest jacket (Oxfam is my ally now) and go into the woods with a billhook and cut as many brambles as I can carry. These I feed to the animals. There is no more patchwork sentence in the language than "the hungry sheep look up and are not fed". Then I gaze at our wallabies as they stuff their thumbs into their dainty mouths. There is no moral there, but the marquis sets a relaxing example as it props its back against a tree, sticks its tail out in front and stares vacantly into space.

Donald Rayfield

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